



LaGrange, Georgia

Bulletin 1992-93

Communications Directory

For prompt attention, please address inquiries as indicated below:

General Information	Office of the President
Admission	Director of Admission
Alumni Interest and Gifts	Director, Alumni Activities
Bequests and Gifts	Vice President for Advancement
Business Matters and Expenses	Business Manager
Educational Program	Dean of the College
Public Relations and News	Director of Institutional Relations
Financial Assistance	Director of Student Financial Planning
Student Affairs	
Housing and Counseling	Dean of Student Development
Summer School	Director of Admission
Transcript and Academic Reports	Registrar
Placement	Director of Career Planning and Placement

Visitors are welcome at LaGrange College throughout the year. The administrative offices in the Quillian Building are open Monday through Friday from 8:15 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

The College telephone number is (706) 882-2911.

FAX: (706) 884-6567

Mailing address:

LaGrange College

601 Broad St.

LaGrange, Georgia 30240-2999

LaGrange College admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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LaGrange, Georgia

CATALOGUE ISSUE

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CHANGE OF REGULATIONS

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

Note: For information, regulations and procedures for graduate study, please see the *Graduate Bulletin*.

Calendar 1992-93

Fall, 1992

September 8	Faculty assemble
September 9, 10, 11	Faculty Workshop
September 12	New students arrive
September 14	Registration for night classes
September 14, 15	Registration for day classes
September 15	Night classes begin
	Opening Convocation
September 16	Day classes begin
September 18	End drop/add, day and night classes, 5:00 p.m.
	No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration
October 7	Last day to drop a class with an automatic "W".
October 17	Visiting Day for families of new students
November 13	Last day to drop a class
November 19	Last day of class
November 20	Reading (a.m.)
November 20, 21, 23, 24, 25	Exams
November 25	Begin term break, 3:30 p.m.
December 2	Grades due

Winter, 1993

January 3	Residence halls open
January 4	Registration for day and night classes
January 5	Classes begin (day and night)
January 8	End drop/add, day and night classes, 5:00 p.m.
	No refund for individual classes dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration
January 26	Last day to drop a class with an automatic "W"
March 1	Last day to drop a class
March 8	Last day of class
March 10, 11, 12, 13	Exams
March 14-21	Spring break

Spring, 1993

March 21	Residence halls open
March 22	Registration
March 23	Classes begin
March 26	End drop/add, day and night classes, 5:00 p.m. No refund for individual courses dropped after this date. "I" grades must be changed to permanent grades. Last day for late registration
April 9	Good Friday. Classes end and offices close at noon
April 12	Easter Monday; Faculty Workshop. No day classes; night classes will meet.
April 13	Last day to drop a class with an automatic "W"
April 26-30	Community 1993 — Honors Day; Senior Art Show
May 1	May Day; Parents' Day
May 19	Last day to drop a class
May 26	Last day of class
May 28, 29, 31,	
June 1	Exams
June 4	Baccalaureate sermon
June 5	Graduation

About LaGrange College

Purpose

The mission of LaGrange College is to provide a liberating academic environment in which students and faculty enjoy the adventure of higher learning. This mission provides a college environment that enables students to discover and value that which is excellent in life; an environment which produces graduates prepared to accept responsibility in contemporary society; and an environment distinguished by a faith in God and by an understanding of humankind's place in the universe.

Since 1831 many men and women, sustained by their faith in God and in humankind, have nurtured and promoted LaGrange College. These men and women have studied, taught, administered and given of their resources so that the mission of excellent Christian higher education would be realized at LaGrange College, a college associated with The United Methodist Church since 1856.

This mission of over 150 years has been the basis of the programs at LaGrange College. Today the College continues to seek ways to achieve this mission and fulfill its purpose:

- by emphasizing undergraduate education with a firm commitment to liberal arts. This is done through the strong general education curriculum and major programs. These major programs are in the liberal arts and sciences as well as other compatible professional areas.
- by offering, where resources permit, academic study in particular areas specifically in response to current community needs. Currently these programs include nursing, graduate business administration, graduate teacher education, and social work.
- by fostering out-of-class enrichment (lectures, plays, exhibits, concerts, interest and honor groups) and extracurricular activities (intramural and inter-collegiate athletics, religious organizations and opportunities, service organizations, social organizations and student publications).
 - by promoting healthy guided opportunities for physical activities.
 - by offering opportunities for inter-cultural experiences in the academic and social programs.
 - by striving to maximize student success through a strong academic support system, counseling and placement services.
 - by seeking to attract and retain a faculty who are not only highly competent in their disciplines but who also identify with the mission of the College.
 - by providing a constructive influence on the local area through contributing intellectual, cultural and social leadership; by offering educational opportunities to area citizens; and by encouraging faculty, staff and student participation in local organizations.

- by recruiting students who, through scholastic achievement and potential as well as personal motivation, have indicated their desire to undertake the LaGrange College program.
- by striving to increase its resources at a rate which preserves the financial well-being of the College, supports existing programs, including Student Aid, and facilitates program development to meet changing needs and to achieve improvements in quality.

Adopted by Faculty, Administration, and Board of Trustees, 1990.

History and Description

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became The LaGrange Female Institute, with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The college became officially coeducational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On The Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The College was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of The United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and engineering.

LaGrange College offers the Bachelor of Arts degree with twenty-one majors, the Bachelor of Business Administration with three concentration areas, and the Bachelor of Science degree in four areas. The Master of Business Administration degree and the Master of Education degree in Early Childhood and Middle Childhood are offered. Associate of Arts degree is offered in four areas.

LaGrange College operates on the quarter system. In addition to the day schedule of classes in the fall, winter and spring quarters, there is an evening session. There are also both day and evening sessions in the summer.

The college draws more than half of its student body from Georgia. With students from more than one-third of the states and from several foreign countries, the college has a cosmopolitan and international representation which includes various religious and ethnic backgrounds.

While proud of its heritage, the college continues to add to and improve its curriculum and facilities to meet the needs of its students today. LaGrange College originated the plan for students to complete fall quarter before Thanksgiving and have a 40-day holiday break. Georgia's leader in granting academic credit through the College Level Examination Program, the college also offers travel seminars, field study programs and internships. The drama department has a resident summer stock theatre company at Callaway Gardens, nearby resort in Pine Mountain. Students in the college's nursing division receive supervised learning experiences in many area medical facilities. Campus art exhibitions, lectures, concerts, varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the college.

The college is located in the town of LaGrange, Georgia, which has a population of 25,597. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and marina within the city limits of LaGrange.

Accreditation

As a coeducational, four-year liberal arts college, LaGrange College is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, approved by the United Methodist University Senate, and has membership in the National Association of Independent Colleges and Universities, the National Association of United Methodist Colleges, the Georgia Association of Colleges, The Council for the Advancement and Support of Education, the Georgia Foundation for Independent Colleges, and the Association of Private Colleges and Universities in Georgia. The Georgia State Board of Education, which confers professional certificates upon college graduates meeting requirements in early childhood, middle school, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The National League for Nursing, the officially recognized agency for associate degree nursing programs by the Council on Postsecondary Accreditation, has awarded (highest) accreditation to LaGrange College's nursing program.

Sessions of the College

The College operates on the quarter system. Each quarter is about ten weeks long. There are four quarters: fall, winter, spring and summer. In the summer quarter, day classes and evening classes meet in a seven-week term.

Both day and evening classes are available during each of these four quarters. The day and evening classes are sessions of the same academic program; however, with the exception of a limited number of majors it is necessary to attend day classes at some time in order to complete degree requirements.

The LaGrange College Campus

William and Evelyn Banks Library

Completed in 1963. A modern air-conditioned academic learning center that provides up-to-date resources to support and enrich the curriculum and to meet informational needs. The library provides more than 100,000 volumes of books and bound periodicals, microfilm, microfiche, microcards, filmstrips, audio-cassettes and records. Additionally, the library subscribes to eight newspapers.

The Library is open seven days a week for a total of 77 hours per week, and is staffed by three professional librarians, three para-professional assistants, and many student assistants. Group study areas and a seminar room for meetings are available for student and faculty use. The Library is a member of the Southeastern Library Network (SOLINET) and the Central Georgia Associated Libraries Consortium. The library subscribes to the automated information retrieval system DIALOG. This system enhances the library's reference information services.

The book collection is strengthened by substantial contributions. The Bascom Anthony Book Collection has been endowed by Dr. Mack Anthony in memory of his father. The Hubert T. Quillian Book Collection is supported through substantial gifts by the Rotary Club of LaGrange. The Lucy Lanier Nixon Fund has been endowed by the Wehadkee Foundation, Inc. in memory of Mrs. Lucy Lanier Nixon. The Gula Clyde Jinks and Ruth Tarrer Jinks Collection provides outstanding and necessary additional resources for the Library. This Collection, established in 1987, is supported by funds given by the Jinks family.

A service organization, Friends of the LaGrange College Library, supports the library through the purchase of needed library resources, such as a new FACSIMILE machine. The group also promotes greater cooperation and communication between the library and the community.

The learning process is enhanced at LaGrange College by the Library's special services to students and faculty. Reading, reference, and inter-library loans assistance, by professionally trained librarians, is readily available. The microforms collection includes the complete New York Times from 1851 and many other periodicals. The periodical collection in the library is activated through the Infotrac System.

The Library has recently converted its collection from the Dewey Decimal System, to the Library of Congress Classification System. The circulation system has been automated, giving students and faculty access to the full collection on line. Residence hall rooms along with most faculty offices have access through fiber optics to library data base.

The Irene W. Melson Room, formerly the Special Collections Room, houses many first editions. Also included are the Florence Grogan papers and first editions of outstanding publications of LaGrange College alumni, faculty and students.

Library named in memory of a former chairman of the LaGrange College Board of Trustees and his wife.

Cason J. Callaway Science Building

Built in 1972. Three-story brick building with latest equipment for instruction in general science, biology, chemistry, math, and physics. Named in memory of a former member of the College's Board of Trustees.

Fuller E. Callaway Student Center

Completed in 1981. Three-story brick building which houses Office of Student Development, student activities and the campus post office. Named in memory of Fuller E. Callaway, local philanthropist.

Warren A. Candler Cottage

Completed in 1929 as a home for college president. Now houses the Office of Alumni Affairs and the Office of College Advancement. Building named in honor of a former Methodist Church Bishop, now deceased.

Lamar Dodd Art Center

Completed in 1982. This building provides a physical environment and the equipment needed for the finest in art instruction, as well as gallery space for the college's outstanding art collection. Named in honor of Lamar Dodd, Georgia artist who was reared in LaGrange and whose paintings have won international recognition.

Louise Anderson Manget Building

Built in 1959. Contains faculty offices and classrooms. Named in memory of an 1894-graduate of the college who served more than forty years as a medical missionary to Hoochow, China, with her husband, Dr. Fred P. Manget.

Pitts Hall

Completed in 1941. Two-story brick building. Women's dormitory. A major renovation was completed in 1990. Pitts Hall was rededicated in memory of Mr. and Mrs. W.I.H. Pitts and in honor of their daughter, Miss Margaret Adger Pitts, a College trustee. The Pitts are long-time supporters of the College.

Price Theater

Completed in 1975. Dramatic arts building with a 280-seat auditorium that has the latest acoustical concepts. Building houses classrooms for the Department of Theatre Arts and ballet instruction, faculty offices, scenery workshop, dressing rooms, costume room and actors lounge. Named in memory of Lewis Price, a long-time member of the College's Board of Trustees.

Quillian Building

Built in 1949. Now houses administrative offices — president, academic dean, registrar, business manager, and the Waights G. Henry, Jr. Collection on the Marquis de Lafayette. Named in memory of a former president, Hubert T. Quillian, who served from 1938-1948.

Smith Hall

Oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. Addition was built in 1887. Major renovation was completed in 1989 at a cost of over \$2.5 million. Ready for the 21st century, the building now houses offices, classrooms and seminar rooms for the departments of business administration, computer science, history and social work, as well as administrative offices — admission, financial planning, institutional relations and evening studies; the College's computer center and campus bookstore. Named in memory of Mrs. Oreon Smith, wife of a former president of the College, Rufus W. Smith, who served from 1885 until his death in 1915. The building is on the National Register of Historic Places.

Sunny Gables

Built in 1926, purchased by College in 1973 as headquarters for College's Nursing Division. The handsome English Tudor building is located at 910 Broad Street.

The Chapel

Built in 1965. The materials used link it with Christian worship in LaGrange and other parts of the world and include two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the College is in session.

J. K. Boatwright Sr. Hall

Completed in 1962. Three-story brick building. Men's dormitory. Named in memory of long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1956-1962.

Hawkes Hall

Completed in 1911. The four-story brick building is named in memory of Mrs. Harriet Hawkes, mother of College benefactor, the late A.K. Hawkes. After a major renovation costing \$1.4 million, the building houses women students on second, third and fourth floors. Faculty offices and classrooms for the Education Department occupy the ground floor. The College's Day Clinic is on the second floor.

Waights G. Henry, Jr. Residence Hall

Completed in 1970. Five-story brick building. Student dormitory. Building also houses College's Music Center. Building named in honor of Dr. Waights G. Henry, Jr. (now deceased), who served as president of the College from 1948-1978, and as chancellor from 1978 until his death in 1989.

William H. Turner Jr. Hall

Built in 1958. Three-story brick building. Women's dormitory. Named in memory of William H. Turner Jr., a textile executive of LaGrange who was a benefactor of the College, a long-time member of the College's Board of Trustees and chairman of the board's executive committee from 1929-1950.

Alfred Mariotti Gymnasium

Built in 1959. Houses physical education classrooms and facilities for indoor athletics. Named in memory of Coach Alfred Mariotti, College's basketball coach from 1962-1974 and member of the faculty until his retirement in 1979.

Dining Hall

Completed in 1962. Two-story brick building that houses dining area and kitchen. Headquarters for maintenance department on lower level.

New Facilities

On May 31, 1992, LaGrange College received new properties including an auditorium, educational building, Olympic size swimming pool, cabana, six tennis courts and two athletic fields. The College is presently developing plans for the utilization of the new acquisitions.

Admission

It is the aim of LaGrange College to admit those students who demonstrate that they can benefit from a liberal arts education. In the selection of students, careful attention is given to the academic ability of each candidate.

PROCEDURE FOR APPLYING FOR ADMISSION

An application for admission should be submitted when the student decides he would like to attend LaGrange College. The application should be completed at least one month prior to the beginning of the quarter in which the entrance is desired. Applicants may enroll any quarter.

Admission Documents Required

Freshmen

1. Application form
2. Application fee
3. High school transcript
4. SAT or ACT scores

Transfers

1. Application form
2. Application fee
3. Transcripts of all previous college work (transfers with fewer than 45 quarter hours earned must also submit high school transcripts)

An applicant will be notified as soon as the Admission Committee has reached a decision. A student's acceptance is tentative, pending satisfactory completion of work in progress. LaGrange College must receive notification of successful completion of such work before acceptance is final.

For dormitory students, a Health Form and a \$100.00 Key-Damage fee are required. The Room Key-Damage fee is refundable if the student withdraws or when the student graduates, provided there are not charges against the student at that time.

Students interested in LaGrange College are invited to visit the campus and may schedule an appointment by contacting the Admission Office. The telephone number is 706-882-2911.

ACADEMIC ADMISSION REQUIREMENTS

Admission to the Freshman Class: Prior to enrolling, an applicant is expected to complete requirements for graduation from an approved high school.

A total of 15 units is required with a minimum of 11 units within the following areas:

English	4
Social Studies	3
Mathematics	2
Science	2

LaGrange College students come from a diversity of public and private secondary school backgrounds. Preference is given to applicants who have had strong academic preparation in high school. A typical matriculant will have completed:

English	4
Social Studies	3
College Preparatory Mathematics (Algebra, Geometry, Trigonometry, etc.)	3
Science	3
Foreign Language	2

Desirable electives include additional units of Language, Mathematics, or Science. A basic understanding of Computer Science is also encouraged.

Scores from either the SAT (administered by the College Entrance Examination Board) or ACT (administered by the American College Testing Program) are required of all freshman applicants. Test results should normally be sent to LaGrange College in November, December, or January of the last year in high school.

Mature students with an irregular educational background may qualify for admission by achieving satisfactory scores on the tests of General Educational Development, High School Level.

LaGrange College predicts a student's grade point average using a formula which takes into account verbal and math scores on the SAT and the student's high school grade point average. Students are admitted as "clear accept" if they are predicted to be successful in the academic programs of LaGrange College.

Clear Accept: The majority of LaGrange College students are accepted under the clear accept category.

Early Admission: Early admission is possible for students who will have completed the junior year of high school. To qualify, a student must have a B+ or better high school average in his academic courses, have ten of the eleven prescribed units, and have a total of fifteen units. Also to qualify, a student must have a minimum score on the College Board SAT of 1050

combined or a composite score of 25 on the ACT. A minimum of 500 on the Verbal SAT or a minimum of 24 in the English subject area of the ACT is desirable. An interview is required of all early admissions students.

Joint Enrollment: Recognizing that there is an increasing number of high school students beginning their twelfth grade who need only one or two academic units to graduate and who very often lack sufficient challenge, LaGrange College has adopted a policy for Joint Enrollment at both the College and the student's high school. To be eligible, a student must meet the clear-accept standard of the Admission policy and be recommended in writing by the proper authority at the student's high school.

On-Trial Program: This program is for applicants who are unable to qualify for clear-accept admission to LaGrange College, but who appear to have the potential to succeed. All courses taken are for full credit. Students in this program must earn a grade point average of 1.6 during the first quarter of college work. Further information is available from the Director of Admission.

Transfer Students: A student who has been in attendance at another institution may apply for transfer to LaGrange College if he is eligible to return to that institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. All records, including transcripts of all college work attempted, must be complete before the student is admitted to LaGrange College. Applicants may enroll at the beginning of any quarter. LaGrange College does not accept D grades. Acceptable credit from a junior college is limited to 100 quarter hours. Credits from senior colleges beyond 145 quarter hours may be accepted, but the LaGrange College residency requirement, the general education curriculum, and appropriate major coursework must be satisfied.

LaGrange College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools and, accordingly, accepts coursework from similarly regionally accredited colleges and universities.

Transient Students: Students currently enrolled in good standing at another college, may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Application for Transient Status which is available from the Admission Office.

Non-degree Undergraduate Students: Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for Non-degree Undergraduate Student Status may be obtained through the Admission Office. Students classed as Non-degree Undergraduate Students may become Regular Students by meeting requirements for regular admission.

Readmission Students: Following an absence from LaGrange College of four or more quarters, any student who decides to return must submit an Application for Readmission. This form is available from the Admission Office. Students who have been absent from LaGrange College for three quarters or less may re-activate their file in the Registrar's Office. These students do not need to apply for readmission.

In the event that a student seeking readmission has attended another institution as a transfer (not transient) then that student when readmitted is treated as a new transfer student and is subject to the Bulletin in force at the time of transfer back to LaGrange. On the other hand, students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. An exception is that students who have been out of school for four calendar years or more re-enter under the Bulletin in force at the time of readmission and resumption of study.

International Students: Admission as an international student requires a TOEFL examination with a minimum score of 500 for students for whom English is not their first language. Documentation of completion of the 109 level from one of the ELS Language Centers may be substituted for the TOEFL requirement. Also required are translated and certified documents attesting to academic performances in secondary school and university, if applicable. The Dean of Admission should be contacted for the current interpretation of the regulations concerning obtaining a Student Visa. If the prospective student is in the United States, an interview at the College is desirable and may often be substituted for a TOEFL score.

ADMISSION TO NURSING PROGRAM

The nursing program functions within the general admission policy of the College and has several additional requirements:

1. SAT scores (minimum Verbal 400 and Mathematics 350).
2. Two letters of reference, one from an educator or employer, and one from a personal acquaintance.
3. Health records.

An interview with a member of the nursing faculty may also be required. Information regarding these requirements will be mailed to the student following acceptance by the College.

A nursing course completed in another nursing program, with a grade of 75% or higher, may qualify for transfer credit depending upon course content. An audit of specified courses may be required for transfer students. Contact the Nursing office for complete information.

Advanced placement by testing or through a transition course is available for Licensed Practical Nurses. Further information regarding advanced placement may be obtained from the Nursing Office.

Financial Information

Payment of Charges

All charges for the quarter are due and payable at registration, and each student is expected to pay at that time.

LaGrange College has no plan for making monthly or deferred payments. Realizing that some families prefer to pay charges on a monthly basis, the College has made arrangements with Academic Management Services to offer interested parents this type service. The plan is an agreement between the parent and the company; there is no involvement by LaGrange College in the agreement. For additional information, contact the Director of Financial Aid.

Expenses

1. Admission	
Application for Admission (not refundable)	\$ 20.00
2. Tuition	
A. (1)(undergraduate) — per quarter hour	119.00
(2) Normal Load (17 Hrs.), per quarter	2023.00
(3) Nursing (NSG) Courses — per quarter hour	140.00
(4) Graduate (MBA, MED) Courses — per quarter hour	150.00
B. Private Lesson Fees (in addition to tuition charge)	
Piano — (1 hr. credit) per quarter	150.00
Voice — (1 hr. credit) per quarter*	150.00
Organ — (1 hr. credit) per quarter	150.00
C. Semi-Private lesson fees (in addition to tuition, and as available)	100.00
D. General Fees — Required of Every Student Enrolled	
(1) less than 12 hours	30.00
(2) 12 hours and over	65.00
E. Course Fees — Select Courses	
Science Lab	50.00
Computer Science, Business Administration 440	40.00
Nursing Lab, per lab credit hour	12.00
English 010	160.00

* Full-time students enrolling in voice classes may take MUS 150 without additional tuition charge.

F. Summer Quarter

Summer Quarter charges are listed in the Summer Quarter brochure. Students may write for information regarding offerings and charges.

G. Audit (per quarter hour) \$ 50.00

All requests for audit courses must be approved by the instructor and Academic Dean. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

3. Room and Board (per quarter) — Henry, Pitts and Hawkes 1135.00
 Boatwright and Turner 1110.00

(Note: All students living in dormitories are required to pay room and board.)

4. Private rooms are available at additional charge: 200.00

After the beginning of the quarter any student occupying a double room alone will be charged single rates. If two or more students are occupying double rooms on a single room basis and do not wish to pay single rates, it is the responsibility of the individual students to find a suitable roommate. Willingness to accept a roommate will not constitute grounds for waiving this single room charge.

5. Fees — Miscellaneous

Graduation (Regardless of Participation) Undergraduate	40.00
Graduate	80.00
Late Registration	20.00
Personal checks failing to clear bank	15.00
Student Identification Card Replacement Fee	5.00
Documents Fee (International Students)	150.00
Parking Permit	5.00
Testing Fee (All New Students)	56.00
Room Deposit	100.00

Summary of Standard Charge

Non-Dormitory Students:	Per Quarter	Per Year
Tuition, Undergrad., Non-Nursing	\$2023.00	\$6069.00
General Fees	65.00	195.00
	<u>2088.00</u>	<u>6264.00</u>

	Pitts, Hawkes, Henry	Boatwright and Turner	
Dormitory Students:			
Tuition	2023.00	2023.00	6069.00
General Fees	65.00	65.00	195.00
Room and Board	<u>1135.00</u>	<u>1110.00</u>	<u>3330.00</u>
	3223.00	3198.00	9594.00

All LaGrange College undergraduate degree-seeking students taking 12 hours or more who have been residents of the state of Georgia for twelve consecutive months are eligible to receive a tuition equalization grant regardless of need. The amount of this grant for 1992-93 is \$1000. State of Georgia Tuition Grants *MUST* be applied for at registration in order to be processed within the time limit set by the State. Failure to apply on time means the student will not receive the State Tuition Grant and will personally have to pay the amount of the grant.

Depending on individual requirements, a student may expect to spend \$600.00 to \$900.00 per year on books and personal expenses.

The above charges are applicable to an academic year of three quarters duration.

Summer Quarter costs and curriculum are available in a separate bulletin.

Nursing students should consult with the Nursing Division concerning required nursing supplies and their projected costs.

All students must present proof of health insurance at the time of registration. If the student has no insurance, the college will make a charge for limited coverage group sickness and accident insurance.

Transcripts of grades are withheld for any student who has a financial obligation to LaGrange College.

Refund Policy

No refund of charges of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refunds will be made for courses dropped after dates established by the school calendar.

In the event of *complete withdrawal* from college after registration, refund of tuition will be made from date of registration to date of official withdrawal on the following basis:

Withdrawal	Regular School Year % Refund	Graduate Summer % Refund	7-Week Summer % Refund
During Drop/Add	100	100	100
Within 14 days	80	40	60
Within 21 days	60	No refund	40
Within 28 days	40		No refund
After 28 days	No refund		

No refund for room or board will be made to any student who withdraws from the dormitory after registration. For a student withdrawing from college, a charge of \$15.00 per day from date of registration to date of official withdrawal will be made in board.

There is no refund of room deposit if student does not enroll.

Students eligible for the State of Georgia Tuition Grant must be enrolled for a minimum of 14 days after the drop/add period to receive credit for the grant.

The College will not be responsible for loss of or damage to students' personal property.

Financial Planning

Philosophy

LaGrange College believes that the student and family should contribute to the educational expenses of attending college to the extent of their ability to do so. When family resources do not meet the total costs of attending this institution, a financial need is established. We at LaGrange College will do all we can to assist you in meeting that need. The student should be prepared to assume a measure of responsibility through limited work or through borrowing a reasonable portion of any financial need. Foreign students are not eligible for scholarships or financial aid unless they hold permanent residency status. All aid is awarded without regard to race, sex, sexual preference, creed, color or national origin.

General Information

Financial need is computed by using a standard need analysis system with confidential information submitted by parents and students. The Financial Aid Form (FAF) administered by the College Scholarship Service is the need analysis preferred by LaGrange College. However, we will accept any of the federally approved need analysis documents.

Applicants for financial assistance need not be accepted for admission to apply. However, the student must be accepted for enrollment before an *official* aid award can be made. **Financial aid awards are made for each academic year. Therefore, students must complete a need analysis each year.**

Procedure for Applying for Financial Aid

1. Apply for admission to the college through the Admission Office.
2. Submit the FAF to the processor for processing as soon as possible after January 1. This form may be obtained from high school counselors or the Office of Student Financial Planning at the College. Students whose financial aid file is completed by May 1st get preference for aid. Students completing files after that deadline will receive grant assistance if funds are available.
3. Submit the LaGrange College Financial Aid Application to the Office of Student Financial Planning. This form is available upon request.
4. All Georgia residents should complete and submit the Georgia Student Grant Application for the Georgia Tuition Equalization Grant to the Office of Student Financial Planning. This form is available only from private colleges in Georgia. It may be completed in advance of registration or at registration but no later than the last day of late registration.

5. Transfer students requesting assistance must submit a Financial Aid Transcript (FAT) from all post-secondary institutions previously attended whether or not financial assistance was received. These forms may be obtained by contacting the Office of Student Financial Planning or the institutions previously attended.

Determination of Eligibility for Need-Based Assistance

The College annually prepares a cost of attendance budget which is composed of tuition and fees, room and board, books and supplies, transportation and miscellaneous expenses. The expected family contribution (EFC) as determined by the processed Need Analysis document is subtracted from the appropriate budget and the remainder is unmet need. The Office of Student Financial Planning then prepares a financial aid award based on this unmet need. Funds are awarded to students as their financial aid file is completed.

Budgets for 92-93:

Undergraduates residing in the dormitories	\$11,385
Undergraduates residing with parents	9,207
Undergraduates residing elsewhere	15,402
Nursing students residing in the dormitories	13,143
Nursing students residing with parents	10,965
Nursing students residing elsewhere	17,160
Graduate students residing in the dormitories	9,868
Graduate students residing with parents	7,990
Graduate students residing elsewhere	13,885

RIGHTS AND RESPONSIBILITIES OF A FINANCIAL AID RECIPIENT

Student Eligibility

- A. Be a U.S. citizen or permanent resident of the United States.
- B. Be accepted for admission or currently enrolled in an approved degree-seeking program at the College.
- C. Be making Satisfactory Academic Progress toward the completion of your course of study according to the "Academic Probation Regulations" and "Satisfactory Academic Progress" policies published in the LaGrange College Bulletin.
- D. Not be in default on a Perkins/National Direct Student Loan or Stafford Loan/Guaranteed Student Loan nor owe a refund on any Pell Grant or Supplemental Education Opportunity Grant received while attending any post-secondary institution.

Student Financial Aid Policy

Each year the Office of Student Financial Planning receives request for more funds than are available. First priority for assistance awarded goes to

eligible students who are enrolled full-time in pursuit of the first baccalaureate degree. Students who are enrolled at least half-time are eligible for assistance. Special students (those not enrolled in a degree seeking program), transient students and unclassified graduate students are not eligible for any type of assistance.

Students who received aid awarded by the College during the academic year will be given preference for summer awards contingent upon availability of funds.

Students who receive academic scholarships are **not** required to complete a "need analysis" document although all students are encouraged to do so.

All undergraduate Georgia residents **must** apply for the State Student Incentive Grant and the Georgia Tuition Equalization Grant.

Any aid that a student receives or expects to receive from any outside source **must** be reported to the Office of Student Financial Planning. This includes scholarships, grants, and loans. The receipt of such aid may result in a reduction, cancellation, and/or repayment of your need based assistance.

Disbursement of Funds

Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Georgia Tuition Equalization Grant, Academic Scholarships, State Incentive Grant and Institutional Grants are automatically credited against the student's charges and are reflected on the charge sheet at registration. Perkins Loan recipients must sign a promissory note at registration and complete an initial interview questionnaire.

Funds from the Stafford Loan program come to the College in the form of a check payable to the student and sometimes the College. Recipients must sign a copy of the check to receive loan proceeds and first time borrowers must complete a counseling form prior to disbursement. Loan proceeds for first time first year borrowers will be held for the first 30 days of the enrollment period.

All work programs are paid monthly directly to the student. Payroll checks are mailed to the student's campus post office box on the 10th of the subsequent month. Exception: a student who owes a balance to the Business Office must collect their check from the Business Office.

Determination of Placement for Employment

Students are first assigned employment in their designated choice of positions until such time as all those positions are filled; placements are then assigned according to the need of other departments and areas on campus requesting student assistance.

Off Campus Employment

Local businesses employ students in part-time positions. Such employment is usually arranged by the student and **not** the College. The Office of Career Planning and Placement maintains current job opportunity information and can advise students concerning employment opportunities and responsibilities.

Responsibilities of Financial Aid Recipients

1. You **must** get a campus post office box (there is no charge).
2. You **must** let the Office of Student Financial Planning know any time that you drop classes, or fail to enroll as a full time student (12 or more hours).
3. You **must** notify the Office of Student Financial Planning any time you change your living arrangements from that which you designated on the Need Analysis document you originally filed (if you move home, move on campus, or if you move elsewhere).
4. You **must** notify the Office of Student Financial Planning of changes in you household size and number in post-secondary institutions at any time during the award year when said changes occur.

Work Aid and College Work Study Rights and Responsibilities

1. Job assignments are available in the Office of Student Financial Planning the day after registration. You **must** come by personally to get your assignment.
2. Earnings from work are **not** credited at registration. Time sheets are due on the last working day of the month. There is no penalty for failure to work your hours, except that you are not compensated for hours not worked. Payroll is run monthly.
3. In accepting assistance from either work program you are agreeing to perform satisfactory work as determined by your supervisor. An annual evaluation is filed with the Office of Student Financial Planning.
4. Scheduling of hours will be mutually agreed upon by both the student and the supervisor as determined by the quarterly class schedule and work load of the office.
5. Transfers from one position to another will be done at the supervisor's request. Transfers due to unsatisfactory work habits can result in loss of eligibility for either work program.
6. Unexcused absences from work will not be tolerated. Three unexcused absences can result in termination of eligibility. You should always notify your superior when an absence is necessary, in advance, if possible, so your position can be covered.

7. You are not allowed to work more than the number of assigned hours, if you do, you will **not** be compensated.
8. Recipients of work must complete a W-4 federal withholding form and an I-9 form with the college Business Office.

Satisfactory Academic Progress Policy

The Higher Education Act of 1965, as amended by Congress in 1980 and 1986, requires that a student be maintaining Satisfactory Academic Progress in their course of study in order to receive any Title IV financial aid. Satisfactory progress will be implemented throughout the entire course of study prior to and including periods when a student receives Title IV aid or state aid.

The minimum academic progress requirements for all students, whether or not they are receiving Title IV aid or state aid, are those academic requirements imposed by LaGrange College as stated in the **LaGrange College Bulletin** section titled "Academic Probation Regulations." Academic probation or suspension are the same for enrollment as for financial aid eligibility. (If a student is allowed to continue enrollment on probation they continue eligibility to receive financial aid; if they are suspended from enrollment their future eligibility for financial aid is terminated). The Dean of the College is charged with the responsibility of monitoring this part of the Satisfactory Academic Progress Policy. Once the determination of enrollment eligibility is assessed, the Dean follows with a memo to the Office of Student Financial Planning showing those students who have been suspended from enrollment. This part of the policy is monitored quarterly. A student must have a 2.0 cumulative GPA at the end of the second year (regardless of course load) or that which is consistent with the institution's policy governing academic progress. LaGrange's policy requires a 1.65 at the end of the 1st year, a 1.75 at the end of the 2nd year, a 1.85 at the end of the 3rd year and a 2.0 at the end of the 4th year. The policy of the institution will be the deciding factor in assessing Satisfactory Academic Progress.

Beyond those minimum requirements, there are some others for Title IV aid recipients and the recipients of the Georgia State Tuition Equalization Grant. Title IV aid programs are Pell Grant, Supplemental Educational Opportunity Grant, College Work Study, Perkins Loan, Stafford Loans, PLUS/SLS, State Student Incentive Grant and the State Tuition Equalization Grant.

If a student accepts aid from any program listed above, the student **must** earn at least the following number of cumulative credits based on full-time status (17 hours per quarter to be on schedule for graduation in 4 years) according to the following sequence of academic quarters:

At the End of Quarter	You must have earned a minimum number of hours
3	30
6	65
9	115
12	155
15	195

This means that students who drop courses, withdraw frequently, fail to complete courses (incompletes), repeat courses, or take courses not related to their degree objective would **not** be considered to be making Satisfactory Academic Progress as they would not graduate within the specified 15 quarter time frame. LaGrange College does not offer non-credit remedial courses.

TO MAINTAIN ELIGIBILITY FOR TITLE IV FEDERAL AID PROGRAMS OR STATE PROGRAMS A STUDENT **MUST** MEET ALL THREE (3) CRITERIA SPECIFIED: GRADE POINT AVERAGE, MINIMUM NUMBER OF HOURS EARNED, AND BE WITHIN THE 15 QUARTER TIME FRAME.

Students who do not meet the Academic Probation Regulations of the institution, i.e. are suspended, do not earn the number of hours required or who exceed the time frame will have all sources of federal and state assistance terminated at the time that such determination has been made.

Students who have their financial aid terminated may have their aid reinstated pending approval by the Office of Student Financial Planning Appeals Committee and the availability of funds at that time.

Information on Satisfactory Academic Progress for part-time students is available from the Office of Student Financial Planning.

This policy is monitored quarterly for suspensions and time frame, and annually for the minimum number of hours required. The GPA requirement (since it is the same as the Academic Probation Policy of the Institution) will be monitored by suspending aid for those students who are suspended from the institution by the Academic Dean. The time frame and number of hours earned will be monitored by the Director of the Office of Student Financial Planning utilizing the academic records of the College to insure that the student has earned the required number of hours per the specified time increment (3 quarters).

Conditions of Reinstatement

The Financial Aid Appeals Committee may set specific terms for re-attaining eligibility which may include a student's paying his/her own expenses for a specified time or for a specified number of hours. Any special terms for readmission to the College will also play a part in re-establishing eligibility. It will be the responsibility of the student to notify the Financial Aid Office once any special requirements have been met.

Appeal Procedure

A student may appeal the denial of aid (with the exception of the fifteen quarter time limit) if mitigating circumstances have occurred. This appeal should be submitted in writing to the Director of the Office of Student Financial Planning who will submit the appeal before a Financial Aid Appeals Committee. (This letter of appeal should include (a) reason for failure to meet whichever requirement was not met and (b) reasons why aid should not be terminated.) The Committee, for purpose of hearing the appeal, shall convene within two weeks of the date of receipt of the written appeal and shall inform the Director of their decision in writing who will then inform the student of the decision within one week of the hearing.

FEDERAL TAX LAW

The Tax Reform Act of 1986 contained provisions regarding the federal income tax treatment of scholarships and grants. If a student receives scholarships or grants from LaGrange College or any other source, that student should be aware of the following:

Under the law, only *qualified scholarships or grants* may be excluded from the recipient's gross income.

Qualified Scholarships or Grants are amounts awarded to degree seeking candidates and used for tuition, required fees, books, supplies and equipment required for courses of instruction. If the award specifies that any portion of the scholarship or fellowship may not be used for these described expenses or if it designates any portion of the award for purposes other than those expenses just described (room, board, transportation, or living expenses), those designated amounts are not qualified scholarships or grants. Awards in excess of the described expenses are to be included in the recipient's gross income (an unearned income).

Included within the definition of scholarships and grants and thus possibly subject to taxation, are scholarships and grants awarded on the basis of academic merit, talent, financial need or any other factors; state and federal grants, including Pell Grant; athletic grant-in-aid; and tuition remissions or reductions (resident assistant grant). Awards may come from LaGrange College, from state or federal agencies, or from private organizations.

Any cost related to room and board for which the student receives financial aid in the form of a grant or scholarship will be fully taxable. Resident Assistant and SIMS Scholarship recipients will be affected by these provisions.

It is important that the student keep copies of documents which will establish the amounts of scholarships and the amount paid for tuition, required fees, books, supplies and course-related equipment. Records might include award letter from the Office of Student Financial Planning, check stubs from scholarships, charge sheets from registration, receipts from the Business Office and receipts for the purchase of books, supplies and equipment.

Neither LaGrange College nor any other awarding agency is required to report scholarships or grants to the Internal Revenue Service; reporting of such income for tax purposes is the *sole responsibility of the recipient*.

Estimated Tax:

The grantor of a grant or scholarship *does not* withhold taxes. With no withholding the student **may** be liable for the payment of estimated taxes. Generally, you must make estimated tax payments if your estimated tax payment will be \$550 or more for the tax year. If you do not pay enough estimated tax you may have to pay a penalty.

This information is not intended as tax advice and the student is encouraged to seek the assistance of a tax advisor.

For more information pertaining to the taxability of grants and scholarships the student may wish to order publication 520 from the Internal Revenue Service. The address is P.O. Box 25866, Richmond, VA 23289.

Verification of Financial Aid Application Data

Verification is the process by which the Office of Student Financial Planning checks reported application data against appropriate documents utilized to complete the Need Analysis form.

Federal regulations require that we verify at least 30% of the applications that we receive. Those selected are those specified by the processor which are determined by a federal edit check system. We also reserve the right to verify any application not selected by the edit system.

No financial aid award will be made nor loan application certified until the verification process has been completed.

DOCUMENTS THAT MAY BE REQUIRED ARE:

1. Federal tax returns for both the student and the parent for the previous tax year (W-2 forms issued by employers are not tax returns).
2. Year-end documents or written certification issued by the Social Security Administration regarding annual amount of benefits paid to a household.
3. Marriage license, divorce decrees, proof of separation for married couples (both parents and student).
4. A written statement that parents will not claim an independent student or graduate student for the subsequent tax year.
5. Documents showing the amount of child support received in the household of a divorced or separated student or parent.
6. A list of family members including age and post-secondary institution of each family member of the applicant.

7. Any source of income not reported on the tax return.
8. Benefits paid from the Department of Family and Children Services for Aid to Families to Dependent Children.
9. A notarized statement that no tax return was filed and that no income from work was earned.
10. Federal tax returns back to 1985 for both the student and parent to determine dependency status of the applicant.

Deadlines for Submitting Verification Documents

LaGrange College's Office of Student Financial Planning will notify the applicant, upon receipt of the processed need analysis document, if specific documents are required. If no documents are required the applicant will receive an official award notification. Documents must be received at the College within 30 days of notification or no award will be processed.

Correction of Need Analysis Data

If errors are detected during the verification process, corrections for all programs with the exception of Pell Grant will be done in-house on the PC; errors on Pell Grant Student Aid Report documents will be made and returned to the applicant for appropriate signatures and mailing instructions to get corrections made.

Referrals

If an institution has reason to believe that the information on an application is incorrect and has made a determined but unsuccessful effort to resolve the problems, the institution may refer the case to the Department of Education.

Suspected Fraud

Institutions are required to refer applicants who may have engaged in fraud or other criminal misconduct in connection with the aid application to the Office of the Inspector General of the Department of Education, or, if more appropriate, to a State or local law enforcement agency having jurisdiction to investigate the matter. Fraud may exist if the institution has reason to suspect:

- false claims of independent student status;
 - false claims of citizenship or eligible noncitizen status;
 - use of false identities;
 - forgery of signatures or certifications;
 - false certification (e.g., Drug-Free Workplace, educational purpose); and
 - false statements of income.
- a pattern of mis-reported information from one year to the next.
- unreported prior loans or grants, and receipt of concurrent full grants during one award year.

REFUND AND REPAYMENT POLICIES

REFUND POLICY: The refund policy for students withdrawing is outlined in the catalog under "Refund of Fees" and ranges from 90% the first 7 days of classes to 40% through the 28th day of class.

Georgia residents receiving credit for Tuition Equalization Grant must be continuously enrolled for 14 days beyond drop/add to receive the funds. Course drops reducing courseload below 12 hours will result in the loss of these funds.

Students on financial aid will not receive refunds until funds representing financial aid awards have been applied back to the respective accounts. Normally the refunds will be returned to the program on a prorated basis and according to the components of the financial aid package.

LaGrange College does not advance any funds to students prior to the date of registration for that period of enrollment.

Financial aid is considered to be used first for direct educational costs — tuition and fees, room and board, if in College housing. Therefore, if a student withdraws and is scheduled to receive a refund of tuition and fees, funds will be returned to the appropriate program(s) from which the student receives funds and the balance to the student.

Students who receive cash disbursements on or after registration for that enrollment period will be assessed liability for repayment of the appropriate percentage of the refund due the title IV programs upon withdrawal, expulsion, or suspension.

REPAYMENT POLICY: Some programs have specific repayment provisions for students who withdraw. If the refund is insufficient to cover the required repayment, it will be the responsibility of the student to make the necessary repayment.

A student owing a repayment to any federally-sponsored student aid program cannot receive any type of federally-supported student aid disbursement for future enrollment periods unless repayment arrangements have been made with the Office of Student Financial Planning.

ALLOCATION POLICY

- 1st to NDSL/Perkins
- 2nd to GSL
- 3rd to Pell
- 4th to SEOG
- 5th to State Grant
- 6th to Institutional Grants
- 7th to Student/Family

LOAN REPAYMENT

Student Loans are a form of financial assistance that must be repaid at some specified time in the future:

STAFFORD LOAN: has a six month grace period; interest is 8% for the first four years of repayment and 10% for the last six years of repayment. There is no penalty for pre-payment on the loan while in the grace period. Maximum repayment period is 10 years.

PERKINS LOAN: Has a nine month grace period; interest is 5% for the duration of repayment. There is no penalty for payments on the loan while in the grace period. Maximum repayment period is 10 years.

SAMPLE REPAYMENT SCHEDULE WITH APPROPRIATE INTEREST RATES

Based on 120 months (10 year) repayment schedule

<u>Amount Borrowed</u>	<u>Payments at Various Interest Rates</u>		
	<u>5%</u>	<u>8%</u>	<u>10%</u>
\$100	\$30.00	\$ 50.50	\$ 50.63
500	30.00	51.85	52.32
1000	30.00	51.18	51.64
1500	30.00	50.78	50.84
2000	30.00	50.62	50.72
2500	30.00	50.01	50.56
3000	31.82	50.44	50.00
3500	37.12	50.22	50.15
4000	42.43	50.20	52.85
4500	47.73	54.59	59.46
5000	53.03	60.66	66.06
5500	58.87	66.73	72.67
6000	63.64	72.79	79.28
6500	68.94	78.86	85.88
7000	74.25	84.93	92.49
7500	79.55	90.99	99.10
8000	84.85	97.06	105.70
8500	90.16	103.13	112.31
9000	95.46	109.19	118.92
9500	100.76	115.26	125.52
10000	106.07	121.32	132.13

Resources of Financial Aid

SCHOLARSHIPS

All students who are accepted for admission to LaGrange College are included in the applicant pool from which scholarship recipients are selected. LaGrange College does not award athletic scholarships for any athletic program. Academic scholarship recipients are notified in early spring regarding awards and award amount for the subsequent school year. All correspondence regarding scholarships should be with the Director of the Office of Student Financial Planning and never with the donors.

Endowed Scholarships

The College has available, through the generosity of individuals, corporations, and foundations a number of endowed scholarships which are administered by the Office of Student Financial Planning. These endowed scholarships are listed below:

THE SARA QUILLIAN BALDWIN SCHOLARSHIP FUND was established in 1978 by Mr. and Mrs. Robert M. Turnell, other family and friends. Mrs. Baldwin is an alumna, class of 1901.

THE WILLIAM HENRY BELK SCHOLARSHIP was established in 1972 through the efforts of Mr. James G. Gallant and is awarded annually with special consideration to Presbyterian students or graduates of Rabun-Gap Nacoochee School.

THE CYNTHIA MAUDE BIRDSONG THOMPSON MEMORIAL SCHOLARSHIP was established in 1990 by the Reverend Julian Frank Thompson and his widow Mrs. Ruby Oakley Thompson in memory of the Reverend Thompson's mother who attended LaGrange College from 1896 to 1898. This fund will provide annual scholarships to deserving students who are of good character, show academic promise and who need financial assistance to attend LaGrange College.

THE J.K. BOATWRIGHT, JR. SCHOLARSHIP is awarded annually in memory of J.K. Boatwright, Jr., a long time trustee and friend of the college. The scholarship is awarded to students with good character who demonstrate academic promise with preference to business and accounting majors who have financial need.

THE ROSA WRIGHT BOYD SCHOLARSHIP was established in 1989 by Mr. John W. Boyd, Sr., in his will, to memorialize his mother Mrs. Rosa Wright Boyd, an 1898 alumna. These scholarship funds will be awarded to deserving students who need assistance to attend LaGrange College.

THE BUCHHEIDT SCHOLARSHIP FUND was established in 1962 through initial gifts from the Public Welfare Foundation, Washington, D.C. to assist students in receiving an education.

THE CAROLYN DRINKARD BURGESS SCHOLARSHIP FUND was established in 1990 through gifts of alumni, friends, and family of Mrs. Burgess upon her retirement from the College after 30 years of service.

THE FLORA GLENN CANDLER SCHOLARSHIP was established in 1977 by Mr. Charles Howard Candler, Jr. in memory of his mother Mrs. Flora Glenn Candler, a 1898 alumna of the College and the daughter of a Methodist minister, the late Reverend Wilbur Fisk Glenn.

THE JOSEPHINE A. CASE ART SCHOLARSHIP was established in 1980. Preference is given to a junior for excellence in art scholarship and promise by "achievement" in that field. It was established by Mrs. J.A. Case and her husband Leland D. Case.

THE THOMAS WOODARD CLIFTON ENDOWED SCHOLARSHIP was established by the Board of Trustees of Walter Clifton Foundation, Inc., a Georgia nonprofit corporation ("Foundation") in 1989 in memory of Mr. Thomas W. Clifton in light of his emphasis placed on the support of education. The recipient shall be selected based on qualifications in the areas of academics, character, involvement in meaningful extra-curricular activities and need for financial aid.

THE COKES CHAPEL MEN'S CLUB SCHOLARSHIP was established in 1983 by the Men's Club of the First United Methodist Church of Sharpsburg, Georgia.

THE WELBORN B. CODY — COOK BARWICK SCHOLARSHIP FUND was established in 1990 through gifts of Mrs. Welborn B. Cody in memory of her late husband and Mr. Barwick, a former Trustee of LaGrange College.

THE JEANETTE STRICKLAND COOK SCHOLARSHIP was established by the will of Mr. Benjamin Lane Cook in 1987. The scholarship is to benefit a teacher in the LaGrange School System or the Troup County School System who desires to further his/her education at LaGrange College.

THE EVELYN COPELAN ENDOWED SCHOLARSHIP FUND was established in 1990 in memory of Miss Copelan, class of 1931, by her sister, Mary Helen Copelan, class of 1935.

THE ADELIA MEYERS CORBIN SCHOLARSHIP was established in memory Mrs. Floyd Steward Corbin (Adelia Meyers), alumna, to provide scholarships for young ladies of character, ability, and need, with special consideration to students from Augusta, Georgia.

THE KATE HOWARD CROSS SCHOLARSHIP was established in 1981 by Virginia F. Prettyman of Chapel Hill, NC to honor Kate Howard Cross, Professor of Latin at LaGrange College. Preference is given to history and English majors.

THE EMILY FISHER CRUM SCHOLARSHIP FUND was established in 1983 by Mr. and Mrs. Remer H. Crum of Atlanta. Mrs. Crum is an alumna, class of 1935.

THE ESTELLE JONES CULPEPPER SCHOLARSHIP was established in 1978 by Dolly Jones House, class of 1915. Preference is given to students preparing for the ministry in the United Methodist Church.

THE WILSON J. AND ESTELLE JONES CULPEPPER SCHOLARSHIP was established in 1979 by Mrs. Calla Mae Cochran Culpepper. Estelle Jones Culpepper is an alumna, class of '07.

THE C. WILLIAM CURRY SCHOLARSHIP FUND was established in 1984 by Mrs. C.W. Curry as a tribute to Mr. Bill Curry, a faithful Trustee and friend of the College.

THE DEMPSEY SCHOLARSHIP FUND was established in 1981 by Ruth Dempsey, class of 1934, to honor Mr. and Mrs. R.A. Dempsey and R.L. Dempsey.

THE MARY LEHMANN DODD SCHOLARSHIP was established in 1988 by family and friends in memory Mary Lehmann Dodd, class of '29.

THE GLEN LONG SCHOLARSHIP was established in 1989 by Mr. Glen Long and will be awarded annually beginning with the 91-92 academic year.

THE MAXIE C. ESTES SCHOLARSHIP FUND was established in 1986 by friends and family of Dr. Estes and the LaGrange College Alumni Association. Dr. Estes served LaGrange College from 1962 to 1986 as the Chairman of the Division of the Fine Arts and Professor of Speech and Drama.

THE THOMAS HERNDON ESTES MEMORIAL SCHOLARSHIP was established in 1988 by Mrs. Lettie E. Cunningham in memory of her brother to assist deserving students who need financial assistance to attend LaGrange College.

THE LAURA TURNER FACKLER SCHOLARSHIP was established in 1980 by Dr. and Mrs. William B. Fackler, Jr., class of 1944, and is awarded to a senior belonging to Kappa Delta Sorority. Criteria specified are scholarship, need and character which exemplify the ideals of Kappa Delta.

THE JOHN DARWIN FAVER MEMORIAL SCHOLARSHIP FUND was established in 1983 by the Mattie T. Faver Trust.

THE ELIZABETH STEED FINDLEY SCHOLARSHIP was established in 1989 by Carter V. Findley and other family members to honor Elizabeth Steed Findley, Class of 1930.

THE JOHN AND MARY FRANKLIN GRANT was established in 1975 by the Alumni Association of LaGrange College and funded by the John and Mary Franklin Foundation, Inc. The competitive scholarships are awarded based on academic excellence in high school, SAT scores and recommendations of character and personal qualities.

THE E.J. GRASSMANN TRUST SCHOLARSHIP FUND was established in 1988 by the E.J. Grassmann Trust in memory of Mr. Grassmann. Scholarships will be awarded based on academic promise, good character and demonstrated financial need.

THE LINDA GREEN SCHOLARSHIP was established in memory of Linda Green who died in an automobile accident. This scholarship is awarded to a Troup High School student with preference to a nursing student who will attend LaGrange College. Recipients are selected by the high school and announced at graduation.

THE J.R. AND MARY EVELYN BELLE-ISLE GRIGGS ENDOWMENT FUND was established by Mr. and Mrs. James R. Griggs, Jr., in 1980 for scholarships for students majoring in business.

THE ROGER S. GUPTILL SCHOLARSHIP is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student majoring in religion and preparing for full-time church service.

THE MARY QUILLIAN HARRELL SCHOLARSHIP was established in 1974 in memory of Mary Elizabeth Quillian Harrell by Dr. Luther Alonzo Harrell, her husband, and her surviving children, The Reverend and Mrs. Ralph Moss, Miss Marie Lilius Harrell and Dr. and Mrs. William Asbury Harrell. Mrs. Harrell was a graduate of the class of 1899. Preference is given to children of a South Georgia minister.

THE MAMIE LARK HENRY DRAMA SCHOLARSHIP was established in 1978 to honor Mamie Lark Henry, wife of Chancellor Waights G. Henry, Jr., former President of LaGrange College.

THE EVELYN POWELL HOFFMAN DRAMA SCHOLARSHIP was established in 1979 by the family as a memorial. Mrs. Hoffman was a graduate of the class of 1930. This scholarship is awarded annually to a freshman through audition.

THE HOLMES SCHOLARSHIP FUND was established in 1972 to provide moneys to the general scholarship fund.

THE RALPH AND NITA HOWARD SCHOLARSHIP was established in 1990 by Mr. Ralph W. Howard, Jr. to assist a deserving person who must have financial assistance in order to attend college.

THE FORREST C. JOHNSON, JR. MEMORIAL SCHOLARSHIP, established by his wife, Memory Southerland Johnson, an alumna, is awarded to a Troup High School graduate who will attend LaGrange College.

THE VIRGINIA SPEEGLE KYLE SCHOLARSHIP was established in 1989 by Mr. Joseph H. Kyle in honor of his wife. Awards will be made to meet the needs of deserving students who must have financial assistance to attend LaGrange College.

THE LAGRANGE COLLEGE GENERAL SCHOLARSHIP FUND provides general scholarships and grants to deserving students based upon need.

THE LAGRANGE COLLEGE RELIGION DEPARTMENT SCHOLARSHIPS were established in 1985 by W. Roland Yarbrough, Jr., for a student demonstrating need who is majoring in religion.

THE MARY HUNTER LINDSEY SCHOLARSHIP was established in 1976, provided by The Reverend William Oliver Lindsey, Sr. in memory of his wife, Mary H. Hunter Lindsey, class of 1914. This scholarship is awarded to Methodist students entering their senior year in college and who are preparing for the full-time ministry.

THE WILLIAM R. AND MABEL LOYD ZACHRY — ERNEST T. AND MARY LOYD SCHOLARSHIP FUND was established in 1988 by nieces Dr. Judy Greer, Class of 1957, and Alice Loyd Wade.

THE FRANKIE ARNOLD LYLE SCHOLARSHIP was endowed by the will of Mr. Frankie M. Arnold Lyle, class of 1891. Special consideration is given to students from Jonesboro High School and Clayton County.

THE FELECIA E. MADDOX MUSIC SCHOLARSHIP was endowed in 1990 under the will of her husband, George M. Maddox. The fund is intended to give financial assistance to deserving students of music.

THE MATTOX-ZACHRY SCHOLARSHIP was established in 1987 in memory of Kendrick Ware Mattox, Sr., J. Low Zachry and Janie Nall Zachry, and is awarded to students with academic promise and good character with preference to the last recipient if she/he maintains a 3.0 cumulative GPA.

THE LOUISE W. MCCOOK MEMORIAL SCHOLARSHIP FUND was established in 1985 in memory of Louise W. McCook, wife of Dr. C. Frank McCook, Professor of Religion.

THE EUDORA AND WALKER MCGARITY SCHOLARSHIP was established in 1987 by Mrs. Eudora McGarity and daughter Carole McGarity Jacobs, class of 1958.

THE WILLIAM LUTHER MCMINN, JR. SCHOLARSHIP was established in 1986 by Mr. and Mrs. William L. McMinn, Sr. in memory of their son who died in an accident on May 15, 1986, while a student at the College. This scholarship is awarded annually to a student who demonstrates academic promise and financial need.

THE BETTY YORK MEYERS SCHOLARSHIP was established in 1985 by Mr. and Mrs. Alex B. Meyers, class of 1951, in honor of the United Methodist Women of Rose Hill United Methodist Church in Columbus, Georgia.

THE C. LAVERN MOBLEY SCHOLARSHIP FUND was established in memory of The Reverend C. Lavern Mobley, a Methodist minister of the North Georgia Conference of the United Methodist Church.

THE POLLY SMITH MOORE SCHOLARSHIP was established in 1988 by Polly Smith Moore, Class of 1927.

THE HORTENSE HUGHES MOORE SCHOLARSHIP was established in 1988 by Hortense Hughes Moore, Class of 1927.

THE MR. AND MRS THOMAS H. NORTHEN SCHOLARSHIP FUND was established in 1947 to provide moneys to the general scholarship fund.

THE FRANCES WADDELL PAFFORD SCHOLARSHIP is awarded annually in memory of this alumna, class of 1914, and was funded by Mr. W.E. Pafford.

THE PIKE SCHOLARSHIP was established by Mrs. Ruth Pike Key in memory of her father and mother, Christian Nathaniel Pike and Adella Hunter Pike, (1894), on December 29, 1953, and is awarded to Baptist or Methodist students in the senior year who are majoring in religion or religious education, or who plan to enter a full-time church vocation. Selection of recipients is made by the Department of Religion, the Administration concurring.

THE MARGARET ADGER PITTS SCHOLARSHIP was established in honor of Miss Margaret Pitts to provide scholarships for sons and daughters of ordained ministers, \$1000 to dependents of Methodist ministers appointed by the Bishops of both the North and South Georgia Conference and \$300 annually to dependents of ministers of other denominations and states.

THE RANDY POLLARD SCHOLARSHIP was established in 1982 by the LaGrange College Alumni Association in memory of Dr. C. Randy Pollard, Class of 1960.

THE PEARL WHITE POTTS SCHOLARSHIP was established in 1981 by her daughters Mrs. Amy P. Burgess and Mrs. Edna Potts. Pearl White Potts is an alumna class of 1894. Recipients will be selected by Mr. James Harlain Fuller IV and Forrest Clark Johnson III. Preference will be given to descendants of Mrs. Pearl White Potts.

THE FRANK M. AND JOHN H. RIDLEY SCHOLARSHIP FUND was established in 1985 through a gift by brothers, Mr. Frank M. Ridley and Dr. John H. Ridley.

THE JOHN L. SHIBLEY — ARTHUR M. HICKS SCHOLARSHIP was established in 1986 through gifts from family and friends of Dr. Shibley and Dr. Hicks, both professors of thirty-five years at LaGrange College. Preference is given to a science major.

THE JAMES H. AND TERRELLIS P. SMITH SCHOLARSHIP was established in 1976 with preference to descendants of the donor's maternal grandparents.

THE HANK SPINKS SCHOLARSHIP was established in 1988 by Mr. and Mrs. Henry C. Spinks of LaGrange in memory of their son.

THE G. PHILLIP STEWARD SCHOLARSHIP was established in 1987 by Susan Boleyn, '73, in memory of her husband Phillip Steward.

THE RAYMOND E. SULLIVAN SCHOLARSHIP FUND was established in 1984 by Mr. Raymond Eugene Sullivan.

THE JESSIE RAY WARNOCK SCHOLARSHIP FUND was established in 1988 by Mrs. Jessie Ray Warnock, class of 1927, to assist needy and deserving students to attend LaGrange College.

THE THELMA C. AND BENJAMIN M. WOODRUFF SCHOLARSHIP was established in 1985 by Mr. and Mrs. Benjamin M. Woodruff, (Thelma Chunn, Class of 1922), and is awarded to students who demonstrate financial need.

ANNUAL SCHOLARSHIP GIFTS

THE JEANNE SELLS ADAMS SCHOLARSHIP is awarded annually in memory of this alumna, class of '53 and funded by the Walter Clifton Foundation.

THE ALMONESE BROWN CLIFTON WILLIAMS SCHOLARSHIP is awarded annually in honor of this alumna, class of '56 and is funded by the Walter Clifton Foundation.

THE OAKGROVE COMMUNITY SCHOLARSHIP was established in 1987 and is funded annually by the Oakgrove Foundation. Preference is given to students from the Oakgrove Community or to Troup County residents who have good character, academic promise, demonstrated need and who will enter the nursing profession or ordained ministry.

THE MATTIE NEWTON TRAYLOR SCHOLARSHIP was established by the Mattie Traylor Sunday School Class of the First United Methodist Church for a ministerial student at LaGrange College.

THE LETTIE PATE WHITEHEAD FOUNDATION SCHOLARSHIP AND GRANTS are awarded annually to deserving women students from the south-east who demonstrate need.

ORGANIZATIONAL SCHOLARSHIPS

Some organizations give financial assistance to students directly or upon recommendation of the Director of Student Financial Planning. Information may be obtained from the Office of Student Financial Planning at the College.

THE CHEVRON FRESHMAN SCHOLARSHIP was established in 1985 at LaGrange College. Students must reside in Georgia and must be a mathematic or science major who demonstrates ability and interest in these areas. Heavy weighting is given to leadership and significant participation in extra-curricular activities at the high school level.

THE LAGRANGE MOULDING COMPANY SCHOLARSHIP is funded annually by the LaGrange Moulding Company. Preference is given to Troup County residents.

THE NATIONAL PURCHASING ASSOCIATION SCHOLARSHIP is funded annually by the Purchasing Management Association of West Georgia located in West Georgia.

THE UNITED METHODIST SCHOLARSHIPS Seven \$500 annual grants are made to students by the General Board of Higher Education of the United Methodist Church and is limited to students in the top 20% of their high school graduating class.

OUTSIDE ASSISTANCE

The following agencies and foundations are interested in students from the region and offer assistance on a limited basis to students of character, achievement and need. The student should apply directly to the agency or foundation.

THE TY COBB EDUCATIONAL FOUNDATION was established by the late Tyrus R. Cobb to assist capable, deserving students who demonstrate need and who reside in Georgia. Scholarships are granted for a period of one academic year but may be renewed for one or more additional years. Scholarships are granted to undergraduate students *beyond the freshmen year* and to students pursuing graduate degrees in law, medicine, veterinary medicine, and dentistry. The Ty Cobb Educational Foundation, P.O. Box 725, Forest Park, Georgia 30051.

THE GEORGIA VOCATIONAL REHABILITATION PROGRAM is funded by the State of Georgia and is designed to assist handicapped students. Contact the State of Georgia Division of Vocational Rehabilitation Services in your district.

THE MILLIKEN SCHOLARSHIP is awarded through the Georgia Foundation for Independent College, Inc. for Region III. Applications are made through the plant at which the student or their parent works with recipients selected by the GFIC.

THE JAMES LEON AND MYRTICE MARIE K. PEED SCHOLARSHIP for students preparing for a career as a minister or missionary and who are residents of the South Georgia Conference of the United Methodist Church. Georgia United Methodist Commission on Higher Education and Campus Ministry, 159 Ralph McGill Blvd, NE, Suite 102, Atlanta, Georgia 30365.

PICKETT AND HATCHER EDUCATIONAL FOUNDATION This foundation provides loan assistance to residents of the southeastern states who are enrolled as full-time undergraduates in a degree curriculum other than law, medicine, or the ministry. Applicants must have no outstanding educational loans. Pickett and Hatcher Educational Fund, Inc., P.O. Box 8169, Columbus, Georgia 31908-8169.

THE GEORGE E. SIMS, JR. NURSING SCHOLARSHIP, funded by the Fuller E. Callaway Foundation, is administered by the West Georgia Medical Center and may be available to qualified LaGrange College Nursing Students. The applications deadline for the Sims Scholarship varies each year but is generally in early March. Students interested in obtaining scholarship information and an application should contact the West Georgia Medical Center administrative office, (404) 882-1411 or write the hospital at 1514 Vernon Road, LaGrange, Georgia 30240.

UNITED METHODIST LOAN PROGRAM provides loan assistance to members of the United Methodist Church based on "need". Brochures and applications may be obtained from the Office of Student Financial Planning.

COMPETITIVE SCHOLARSHIPS

THE CANDLER SCHOLARSHIP FUND provides scholarship assistance to students with a predicted grade point average of 3.25 or better. These scholarships are renewable.

THE LAGRANGE COLLEGE RESIDENT ASSISTANT SCHOLARSHIP Recipients are selected by application from currently enrolled students who desire these positions. Applications are taken by the Dean of Student Development and the Dormitory Directors. Recipients are selected in the spring for the next school year.

LOANS

The following loan funds may be available for emergency situations through the Business Office. For any other student loan the student should contact the Office of Student Financial Planning for other loan program information.

LOUISE PHARR BAYLEN LOAN FUND Preference given to nursing students.

STELLA BRADFELD LOAN FUND was established by relatives in her memory.

RUBY CROWE LOAN FUND was established by friends. Preference will be given to senior women students.

DAVIDSON LOAN FUND was established by Mrs. J.C. Davidson.

THE MARTHA DIXON GLANTON LOAN FUND was established by Mr. Henry D. Glanton in memory of his mother.

NADINE CRAWFORD SPENCER LOAN FUND was established by Mr. and Mrs. C. Mark Whitehead in memory of Mrs. Whitehead's mother.

LAURA H. WITHAM LOAN FUND was established by William S. Witham.

FEDERAL FINANCIAL AID FUNDS

PELL GRANT. This is an entitlement program and funds are available to undergraduate students having exceptional need. Students may apply for the Pell Grant by filing an approved needs analysis form, provided they authorize the release of information to the Pell Grant processor. Grants may range from \$200 to \$2400 depending upon the individual student's financial need.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG). Limited funds are available to undergraduate students having exceptional need. These grants may range from \$200 to \$900 per year.

COLLEGE-WORK STUDY PROGRAM (CWSP). Students who demonstrate financial need and are otherwise eligible may work part time to earn money to help pay their education expenses while attending college. Students are paid the minimum wage and normally are limited to working a maximum of 15 hours per week. Jobs are available in the various administrative offices and various academic divisions.

PERKINS LOAN. These loans are available to qualified students who demonstrate financial need. Repayment of five percent (5%) interest and principal begins nine (9) months after a student graduates or otherwise ceases to be classified as having half-time student status.

STAFFORD LOANS. This program enables eligible students to borrow from a bank or other lending institution at an interest rate of eight percent (8%) if the student is enrolled and classified as having at least half-time student status, and if the student demonstrates need as evidenced by filing one of the approved need analysis applications. A separate application is required and may be obtained from the Office of Student Financial Planning or from the lending institution.

THE PARENT LOANS TO UNDERGRADUATE STUDENT/AUXILIARY LOANS TO ASSIST STUDENTS (PLUS). This is a program from which parents may borrow up to \$4,000 per year to help defray the student's educational costs. Interest is a variable rate with a cap of 12% and will accrue at the time the loan is disbursed and the first payment must be made within 60 days from the date of disbursement.

STATE STUDENT ASSISTANCE PROGRAMS

To be eligible for assistance from the State of Georgia: (1) The student must be a bona fide Georgia resident, one who has lived in the State of Georgia for 12 consecutive months prior to enrollment and who lives in the state for some purpose other than attending a Georgia institution of higher learning. (2) Both State Assistance Programs require that a student be classified as a full-time student (one who enrolls for a minimum of 12 quarter hours).

(3) The student must be a U.S. citizen or classified as a permanent resident alien. (4) The student must not be receiving a scholarship or grant from or through any state agency other than Georgia. (5) The student must be enrolled in good standing or accepted for admission in an eligible non-profit post-secondary college or school located in Georgia.

GEORGIA STATE TUITION EQUALIZATION GRANT. The GTEG program provides non-repayable grants to eligible Georgia residents who are either attending approved private (independent) colleges in Georgia or certain out-of-state four year public colleges bordering Georgia. The annual award amount is contingent upon funding by the State Legislature.

GEORGIA STATE STUDENT INCENTIVE GRANT. The SSIG program provides non-repayable grants to students who demonstrate financial need as determined by an approved need analysis form. The application questions are on the State Specific Need Analysis Forms.

LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT. The LEPD program provides non-repayable grants of up to \$2,000 per academic year to eligible Georgia residents who are dependent children of Georgia law enforcement officer, prison guards, or firemen who were permanently disabled or killed in the line of duty. The LEPD Grant is also payable during the summer. Additional information may be required to document eligibility.

GSFA SERVICE-CANCELABLE LOAN PROGRAMS

The following loans are administered by the Georgia Student Finance Authority (GSFA) for areas of critical need in Georgia.

State Direct Student Loan (SDLS) is a Stafford Loan with a service cancellation option for students in an approved critical field program. Each applicant must meet federal regulations governing the Stafford Loan Program and GSFA policies concerning residency, program of study, GPA, etc. There is a grace period, prescribed by federal law, before repayment must begin. The interest on the loan is paid for the borrower by the federal government during most periods of enrollment and during the grace period. Allowable deferments are listed on the Promissory Note. In addition, a student may apply for a cash repayable Stafford Loan through the SDSL program.

State Sponsored Loan (SSL) is governed by state law and regulation. Each applicant must first apply for a SDSL and be determined ineligible for the maximum loan amount due to federal regulations (i.e., high Expected Family Contribution). Each applicant must meet GSFA policies concerning residency, program of study or teacher certification, GPA, etc. This loan has a six-month grace period. **However, the interest is not paid for the borrower by the federal or state government.** The interest rate is 8%. Although interest payments are not required during enrollment, grace period, or deferment periods, the interest continues to accrue from the day of disbursement of funds. The

accrued interest will be added to the principal balance at the time of repayment and will be included in the service cancellation. This loan program does not include the critical field of Veterinary Medicine, the National Guard loan, or the cash repayable Stafford Loan.

Applications for these loan programs may be obtained from the Office of Student Financial Planning.

INSTITUTIONAL GRANT AND WORK PROGRAMS

GRANT IN AID is a grant program administered by the Office of Student Financial Planning to supplement the family contribution derived from the need analysis form in meeting need.

WORK AID is a college administered work program whereby students may reduce the costs of their college expenses through employment on campus.

OFF CAMPUS EMPLOYMENT

Local businesses employ student in part-time jobs. Such employment is usually arranged by the student and *not* the College. The office of Career Planning and Placement maintains current job opportunity information and can advise students concerning employment opportunities and responsibilities.

STUDENT FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Students accepted for admission to the MBA or M.Ed. program may be eligible to borrow \$7500 per year through the Stafford Loan Program, provided they meet the following requirements: (1) be a United States citizen or a permanent resident alien; (2) enrolled or accepted for enrollment as at least a half-time student; (3) be in good standing and making Satisfactory Academic Progress; (4) be free of any obligation to repay a defaulted Guaranteed Student Loan/Federal Insured Student Loan; and (5) not owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant or State Student Incentive Grant; (6) and qualify based on financial need.

The maximum cumulative loans a student may borrow is \$54,750, including undergraduate loans. Interest of eight (8) percent will accrue, beginning six (6) months after the student ceases to be enrolled at least half time. An approved lender must agree to process the loan.

Contact the Office of Student Financial Planning for further information and an application.

VETERANS ASSISTANCE

LaGrange College is approved for Veterans Benefits as an institution of higher learning. Eligible students can receive the appropriate benefits while enrolled. The laws which apply to these educational benefits are published in Title 38, United States Code: "Chapter 31 provides benefits for veterans with service-connected disabilities. Chapter 35 provides benefits for sons, daughters, spouses, and widowed spouses of veterans who have died in service or as a result of a service-connected disability; who have become **permanently and totally** disabled as a result of **service-connected disability**; who have died while disabled; or who have been listed as **missing in action, captured, detained, or interned in line of duty** for more than 90 days." Chapter 106 provides benefits for members of the Selected Reserve such as Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Army National Guard, Air National Guard, and the Coast Guard Reserve. Chapter 30 and Chapter 32 provide benefits for eligible veterans who contributed to the educational program.

Disabled veterans should report directly to the Veteran Administration Office for information and application for benefits. Others may inquire and apply for benefits in the Registrar's Office with the VA Certifying Officer at the College.

STUDENT DEVELOPMENT

Student Development Staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

"Student Services," the term most frequently used to describe Student Development Services, involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness program, parking, discipline, leadership development, personal counseling, career development and placement, fraternity and sorority socials, and all residence programming. Student Development staff are committed to creating the most positive climate possible within which personal growth and development occur.

Aims of Student Development Services

To facilitate the transition from high school to college.

To develop and sustain through student involvement activities, organizations and services a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.

To assist students in discovering life goals and exploring career opportunities.

To provide an opportunity for a student's educational experience to be as personally meaningful as possible.

To create an environment which stimulates qualities of self-discipline and personal responsibility.

To provide a suitable context in which the student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.

To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.

To serve a supervisory role in campus community disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.

To mediate, where necessary, conflicts between individuals and campus community standards.

To provide a comfortable, clean, safe living environment that enhances the personal growth as well as the academic pursuits of resident students.

Residence Programs

RESIDENT CLASSIFICATION

Freshmen, sophomores and juniors taking ten or more hours are required to live in college housing, so long as appropriate campus housing is available. Office of Student Development may exempt a student for one of the following reasons:

1. The student is 21 years of age or over at the time of registration;
2. The student is married and living with spouse within a radius of fifty miles;
3. The student is residing exclusively with parents or legal guardian within a radius of fifty miles; or
4. The student is a veteran with at least two years of active military service.

A senior is defined as a student who has successfully completed at least 151 quarter hours of academic work and who has completed the general requirements. The Student Development Office will have the final decision on all requests for exemption.

Students are assigned rooms of their choice in so far as facilities permit. (Roommates are assigned by mutual preference whenever possible.) The college reserves the right of final approval of all room and residence hall assignments. Also, the college reserves the right to move a student from one room or residence hall to another room or residence hall during the year.

ROOM DEPOSIT

A room deposit of \$100 is required of all resident students. The deposit is not a prepayment to be applied to residence hall charges but will remain on deposit with the college to be refunded, provided the student's account with the college is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: July 15 for fall quarter, December 15 for winter quarter, March 15 for spring quarter. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves college housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in "Housing on the Hill," the residence hall guidebook available from the Student Development Office.

RESIDENCE GOVERNMENT/ACTIVITIES

Each housing unit has a hall council which functions as a governing body and also as a coordinating committee to plan activities within the residence halls such as open houses, movie nights, decorating contests and other special events.

Student Government Activities

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the college, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting student programs. They sponsor concerts, dances, movies, ski trips and many other special events. Student publications are supported by the SGA; these include the newspaper, yearbook and magazine.

All clubs and organizations are sanctioned by the SGA. These include:

Social Sororities	Alpha Omicron Pi Kappa Delta Phi Mu
Social Fraternities	Delta Tau Delta Kappa Sigma Pi Kappa Phi
Service Clubs	Circle K Rotoract VIP
Religious Organizations	Baptist Student Union Inter Faith Council Wesley Fellowship
Honorary Organizations	Alpha Mu Gamma (language) Alpha Psi Omega (drama) Pi Gamma Mu (social science) Sigma (science-math) Phi Alpha Theta (history) Omicron Delta Kappa (leadership) Omicron Delta Epsilon (economics) Phi Tau Chi (religion) Psychology Honor Society
Departmental/Special Interest Groups	CRIS — Campus Recreation and Intramural Sports Student Nurses Association International Students Club LaGrange Singers

LaGrange College Wind Ensemble
 Art Students League
 Business & Economics Society
 Student Education Association
 ABC — Association of Black
 Collegians
 Association of Computer Machinery
 German Club — Deutschen Klub
 Lost Comedy

Student Publications

The Quadrangle (yearbook)
The Hilltop Newspaper (paper)
The Scroll (magazine)

Hilltopics, the student handbook, is published by the SGA and contains guidelines and regulations for successful campus life.

Athletic Program

LaGrange College athletic teams are known as The Panthers. College colors are red and black. Competitive teams are fielded against teams from other similar size institutions in women's soccer, volleyball, softball and tennis and men's baseball, basketball, soccer and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education and no athletic scholarships are offered. The student-athletic receives praise and recognition from peers, faculty, and administration. The coaching staff is an assemblage of highly qualified teachers who stress the educational process of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that not only encourages but actively promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to interface with other teams locally, statewide, and regionally. Not only are their physical skills enhanced but their human relations skills are broadened and focused by competitive challenges of the body and mind.

The athletic program is affiliated with the National Association of Intercollegiate Athletics (NAIA) and is assigned to District 25. This affiliation permits LaGrange College and its student athletes to receive recognition for their participation in state, regional and national sporting events.

Campus Recreation and Intramural Sports (CRIS)

The Campus Recreation and Intramural Sports program provides opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and Independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball (Regulation, 3 on 3, H*O*R*S*E), Domino's Dash, softball, badminton, tennis, and Pickle Ball. Winners of the campus tournaments in some of these events are eligible to represent LaGrange College in state or regional tournaments. Special awards are presented to the men's and women's groups with the highest participation rates and best record for the entire year. In addition, male and female "Athletes of the Year" are selected.

The facilities and equipment of the Physical Education Department are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (canoes, sailboats, backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The Weight Room and Gymnasium are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for entry during these hours.

Chapel

The LaGrange College chaplain coordinates a rich variety of worship opportunities which range from the twice weekly (12:00 - 12:20) services to the special worship days throughout the year.

Programs, Exhibitions and Forum Lectures

A balanced and comprehensive program of lectures, music performances, dramatic presentations, workshops and other activities contribute to student enrichment. Wednesdays from 11:00 a.m. until 12:20 p.m. are reserved for programs, exhibitions and forum lectures.

Traditional Activities

Fall Festival

Fall weekend featuring concert, parade and culminating with crowning of Queen

Ski Weekend

SGA-sponsored ski trip to Tennessee or North Carolina

Honors Day—May Day

Spring Fling packed with activities, step-sing and concert

Dorm Daze	Quarterly events planned exclusively for residence students
Greek Week	Week of activities centering around campus Greek life
Black History Week	Week of activities focusing on Black Heritage
Quadrangle Dance	Winter Formal scheduled around Valentine's Day
Community '93	Special event that commemorates the College as a caring/sharing community
International Week	Week set aside to recognize cultural diversity of the campus community

Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemingly standard of conduct. As an educational institution the college is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the college are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The college reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow students.

Furthermore, students are subject to federal, state and local laws as well as college rules and regulations.

A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the Administration of the College may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or college regulations. This principle extends to conduct off-campus which is likely to have adverse effect on the college or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in *Hilltopics*, the student handbook.

Student Health Services

Under the Student Health Program resident students are provided care by a registered nurse in the student day clinic. The nurse is on duty from 8:30 a.m. to 4:00 p.m. Monday through Friday and for emergency calls at other times. The nurse assists the students in securing a physician if needed. The services of the nurse and the use of the day clinic are available to resident students only. Charges for X-rays, prescriptions, hospital charges, and fees of physicians or surgeons to whom a student is referred are the responsibility of the student. Private nurses and personal physicians must be paid for by the student.

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office.

Career Center

The Career Center is located in the Callaway Student Center. It contains up-to-date career-related materials, occupational information, and a micro-computer with programs to assist students discover their occupational interests. The Center also keeps up-to-date information regarding certification and license requirements and qualifying examinations. Other services of the Career Center include seminars on the employment process, resume preparation, effective interviewing techniques and letter writing campaigns.

Counseling and Testing

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career; therefore counseling is available to LaGrange College students in a variety of areas. The goal is to assist students in gaining an understanding of themselves so they are better able to make informed personal, academic and vocational choices. In addition to individual counseling, group programs are available on topics such as Study Skills, Test Anxiety Reduction, Career Planning, etc. A broad range of career exploration is available to the individual student at no cost. The College will assign freshmen to a faculty adviser who will assist with the design of a program of study as well as any other problems which may occur. This special program is staffed by identified faculty members who coordinate the programs of the Freshman Experience.

The Office of Student Development also administers the Scholastic Aptitude Test (SAT), and the College Level Examination Program, as part of the College's Advanced Placement Program. The Miller Analogies Test (MAT) is also available for graduate students. In addition, information about other national testing programs, e.g. as the Graduate Record Exam (GRE) and the National Teacher Exam (NTE) is available in this office.

Vehicle Registration

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, every vehicle must be registered and must have an affixed current decal. These decals are issued to students, along with a copy of existing parking regulations. There is a fee. Failure to adhere to published policies may result in vehicles being towed.

Student Appeal of Decisions

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

I. Student Life:

- (a) A disciplinary decision rendered by a duly constituted student judicial board may be appealed to the Dean of Student Development. Disciplinary decisions rendered originally by the Dean of Student Development may be appealed in writing to the Dean of the College who shall seek in an informal conference to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Student Affairs Committee of the faculty for its determination.
- (b) Other grievances in the area of student life may be appealed to the Dean of Student Development. If the grievance involves an original decision rendered by the Dean of Student Development, the decision may be appealed as above.

II. Financial Aid. See page 28.

III. Academic Matters. See page 71.

Academic Programs and Degree Requirements

INTRODUCTION

The statement of purpose of LaGrange College describes the mission of the College. Faculty members and the staff of the College implement academic and nonacademic programs toward the fulfillment of that mission. Undergirding all of the academic programs at LaGrange is the fundamental commitment to the liberal arts. Therefore, LaGrange College is first and foremost a liberal arts college. The College mission includes a commitment to helping to meet community needs. That commitment prompts the College to offer certain associate or graduate programs that are coherent with the four-year baccalaureate programs. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the General Education Curriculum, that part of the curriculum that serves as foundation and complement to the major. All baccalaureate majors share the same general education curriculum. That general education curriculum represents just under fifty percent of a student's formal study at the College.

The curriculum is designed to provide the components of a liberal arts education that historically have proved to be of lasting value. Those components include skills such as strategies for college success, writing, computation, speaking, problem-solving, computer utilization, and analytical thinking. Additionally, there are knowledge components including history, social studies, science, literature, religious heritage, modern foreign languages, and health.

These skills and knowledge areas, while being taught and learned in specific courses, are integrated into the total college experience, and the desired result is that students will be better able to function within social institutions, to use science and technology, and to use and understand the role of the arts in culture. They, likewise, will be better able to communicate, to solve problems, and to analyze and clarify their own value system.

THE MAJORS

A student may choose to pursue one of three baccalaureate degrees: the bachelor of arts, the bachelor of science, and the bachelor of business administration. Most students pursue one of these baccalaureate degrees. In addition to the baccalaureate degree programs, students may earn an associate of arts or a masters degree, a post-baccalaureate degree.

The associate degree and the baccalaureate degree each contain a substantial general education component and extensive specified course work in the discipline in which the student has chosen to major. The degrees offered and the majors available for the degrees are given.

Bachelor of Arts

Art and Design

Art Education

Biology

Business Administration

Chemistry

Christian Education

Computer Science

Economics

Education

 Early Childhood

 Middle Childhood

 Secondary (Economics, English, Chemistry, Biology, History, Mathematics)

English

History

Mathematics

Political Science

Psychology

Religion

Social Work

Theatre Arts

Bachelor of Science

Chemistry

Computer Science

Mathematics

Physics

Bachelor of Business Administration

Business Administration with a concentration in one of the following areas:

Accounting

Business Economics

General Business — Management

International Business

In addition to these four-year baccalaureate degrees, LaGrange College offers the Master of Education Degree, the Master of Business Administration Degree, and the Associate of Arts Degree. The degrees and the concentration within the degree are given:

Master of Education Degree (See Graduate *Bulletin*)

Early Childhood Education
Middle Childhood Education

Master of Business Administration (See Graduate *Bulletin*)

General Business with emphasis on the management function

Associate of Arts Degree

Business Administration
Criminal Justice
Liberal Studies
Nursing

All majors offered are described in detail in the Departments and Courses section.

Major Requirements, Time Restrictions

Coursework requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force *at the time of the declaration of major*. The declaration of major is initiated in the registrar's office.

At the discretion of the department chairman, students may be required to demonstrate proficiency and/or currency in the subject matter if the major coursework is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major if the hours earned are older than eight years dated from the date of the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

Independent Study in the Major

In certain majors independent study courses are offered. These courses are limited to upperclass major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study the student must have at least a 3.0 average in major courses. Total credit which can be earned through independent study normally will not be more than 10 quarter hours. Written permission to enroll in such a course must be obtained from the instructor, the head of the department concerned, and the Dean of the College. These courses carry the numbers 495 and 496. A descriptive syllabus including the method of evaluation must be submitted with the petition.

Senior Honors in the Major

Seniors with a cumulative quality point average of 3.5 or above may apply for participation in the Honors Program which is available in certain departments. This program carries the course number 499, with five quarter hours credit in each participating department, with the designation "Honors Course." Applications must be submitted in writing to the Dean of the College.

Assessment in the Major

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the discipline, that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who graduated in June 1990, or who will graduate thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree. The chairman of the department offering the major must certify satisfactory completion of the assessment component.

Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

Advice and Counseling in the Major

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by his or her Freshman Seminar (Col 101) instructor. Subsequent to declaring a major, the students and the department chairman work together in planning a program. **The ultimate responsibility for selecting the proper courses in order to complete the desired degree is the responsibility of the student.**

GENERAL EDUCATION CURRICULUM

The goals and objectives for general education have been described. The curriculum is designed to be completed within three academic years with coursework from the major being merged with the general education during the sophomore and junior years.

Ninety-five quarter hours in the general education curriculum are taken in two parts, one which is essentially nonelective (the common core), and the second which allows the student latitude in the selection of course work.

Common Core:

40 hours

Course	Credit	Year Taken
Freshman Seminar	2 hours	Freshman Year
English, Grammar and Composition ¹ Eng. 101, 102, 103	9 hours	Freshman year
History (select one sequence) World Civilization (His 101, 102) or United States History (His 111, 112)	10 hours	Freshman year
Mathematics 110, 111, or 122 ¹ (by placement)	5 hours	Freshman year
Computer Science (CSc 163)	2 hours	Freshman year
Religion (Rel 101)	5 hours	as best scheduled
Speech (Spc 105)	3 hours	as best scheduled
Physical Education Activities	4 hours	as best scheduled
Common Core Total	40 hours	

Electives:

55 hours

I. Science and Mathematics	15 hours	as best scheduled
Two science courses in sequence	(10)	
Bio 101, 102		
Chm 101, 102		
GSc 101, 102		
Phy 101, 102; 121, 122		
An additional science course from the list above, a mathematics course from the core beyond that taken for the core requirement, or mathematics 123.	(5)	

II. Humanities and Fine Arts	25 hours	as best scheduled
Literature, English	(10)	
Eng 104, 105, 106, 107		
Fine Arts	(5)	
Mus 112, 114; Art 109, 110;		
ThA 101, 102		
Modern Foreign Language ¹	(10)	
Frn 101, 102 or 103, 121		
Ger 101, 102 or 103, 121		
Spn 101, 102 or 103, 121		
(by placement in sequence)		
III. Social and Behavioral Science	15 hours	as best scheduled
Eco 101; PSc 101; Psy 149		
Soc 146, 148		
Elective Total	55 hours	
Total General Education		95 hours

¹Please read carefully the note following about placement.

Placement

Appropriate placement in certain courses is essential. During the first few days on campus all students will undergo diagnostic assessment. These inventories are necessary for (1) planning for majors and careers, (2) providing the comparison levels for subsequent general education assessment, and (3) determining current skill levels in foreign languages, mathematics and English.

Placement in foreign languages may be at either the 101- or the 103 level. Students will not be placed at the 102-level. If a student's high school record shows credit for two or more years of a single language, the student must take a placement test in that language prior to continuing that language; a student may alternatively select a language not previously studied and enroll at the 101-level. That is, if a student wants to continue his/her high school language, then proper placement is necessary; a student may change languages and enter the 101-level of another language without assessment. Students for whom English is not the native language may consult with the chairman of modern foreign languages and the chairman of the division of humanities and fine arts. By individual determination, that student may have the language requirement waived. The waiving of the language requirement does not diminish the need to complete a total of 95 quarter hours in general education.

Mathematics placement is based on skills assessment. Some students who are not predicted to be successful in any one of these general education mathematics courses (110, 111 or 122) are required to enroll in Mathematics 100. This is a pre-general education mathematics course and credit in this course does not count toward the fulfillment of the 95 quarter hours of general education.

English placement is based on the Scholastic Aptitude Test (SAT) data, where available. The Test of Standard Written English (TSWE) is a sub-test of the SAT. For students who do not have recent SAT scores, the TSWE is given early in the orientation period. Students who score 37 or below are required to enroll in English 100, a pre-general education course in grammar and composition. Students who score 38, 39 or 40 on the TSWE may elect to enroll in the English 100 course. Like Mathematics 100, English 100 does not count toward the fulfillment of any of the 95 hours in general education.

General Education, Time Restrictions

There is no time limit on the credit or validity of general education coursework. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the *Bulletin* in force at the time of re-entry.

Credit-by-Examination and Exemption

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from the high school that advance placement programs have been completed and who present scores of 4 or 5 on the advanced placement test of the College Educational Examination Board administered by Educational Testing Service. Credit by examination (AP or CLEP) may reduce the 95 hour general education component by the credit hours earned by this process. If no credit is earned, but exemption is granted, then 95 quarter hours of general education are to be completed.

Freshman Seminar, College 101, "Gateway to Success" (two hours credit)

This is an academic course in which experienced LaGrange faculty members and students selected for their academic achievement, their demonstration of leadership and their admirable personal standards guide new students toward success. The faculty members and the very important peers (VIP's) meet their small group of newcomers during the early stages of orientation and begin the process of familiarization with the campus, with academic procedures and processes, and with each other. The formation of the informal support group, the beginning of the systematic process of selecting possible careers and academic majors, the reinforcement of writing as effective communication and academic advising are a part of Col 101. The curriculum of this course may vary from time to time and may be thematic. The goals of the course are not variable and are to help the student feel as comfortable as possible in this new environment, to help him or her to be as successful as possible during this first year and to help lay the foundation for a successful four-year college experience.

Assessment of General Education

When a student has 140 hours credit, (s)he should take American College Testing Program's College Outcome Measures Program (COMP). This inventory will be used to determine the extent to which students have achieved the objectives of the general education curriculum. Meaningful participation in this testing program and measurable gains are a requirement for graduation with a baccalaureate degree.

General Education for the Nontraditional Student

Students who enter college for the first time and (1) who are over the age of twenty-five, (2) who are employed full-time or at least three-fourths time, or (3) who live off campus (any two of the three) may have experiences and needs differing from traditional students. The 40 quarter-hour common core remains the same for these students with the exception that College 101 "Gateway to Success" will have an additional focus: students, within limits, may develop a proposal for the fulfillment of the remaining 55 quarter hours. Normally, this proposal will be prepared from the list of courses specified below. This contract is reviewed by the college curriculum committee and may be changed, with curriculum committee approval, only one time. Students may appeal the action of the curriculum committee to the Academic Advisory Council. The contractual 55 quarter hour elective structure is given.

As a general rule the non-traditional general requirement option is for incoming freshman students. To be eligible the student must:

- (1) Upon matriculation meet non-traditional criteria (catalog defined).
- (2) Complete Col 101.
- (3) Initiate the contract process before beginning their third quarter in residence.
- (4) Finalize the contract within their first 45 hours earned.

New transfer students who have completed no more than 20 hours of general education elective requirements beyond the common core, may at their own initiative seek the non-tradition option. For consideration this process must be initiated during the first quarter in attendance and finalized before the student earns 20 hours at LaGrange.

Common Core

40 hours

Contractual Electives — 55 hours (at least 5 hours from each area)

- I. Fine Arts
Mus 112, 114; Art 109, 110; ThA 101, 102
- II. Literature
Eng 104, 105, 106, 107

- III. Modern Foreign Language (level by placement)
 Frn 101, 102 or 103, 121
 Ger 101, 102 or 103, 121
 Spn 101, 102, 121, or 110
- IV. Science and Mathematics
 Bio 101, 102; Chm 101, 102; Gsc 101, 102;
 Phy 101, 102; 121, 122
 Mth 111 or 122
- V. General Studies (no more than 25 hours)
 Edu 199, PSc 101, Psy 149, Rel 110, Soc 153, Soc 146
 Soc 147, Eco 101, BuA 151
 CSc 151, Art 171, Art 180, Phl 149

Total General Education 95 hours

Placement criteria and assessment procedures are the same for both traditional and nontraditional students.

General Education for the Two-year Associate Degree

The requirements for a liberal studies associate degree is the completion of the 95 quarter hour general education curriculum. No "major" courses are a part of this associate degree.

The general education curriculum for the associate degrees in business administration, criminal justice, and nursing are given.

Business Administration

Core	40 Hours	Elective	25 Hours
Col 101	2	Eco 101	
Eng 101, 102, 103	9	Mth (beyond that taken in the core)	
His 101, 102 or 111, 112	10	Lab Science	
Csc 163	2	Eng 104 or 105 or 106	
Spc 105	3	Foreign Language	
Mth 110, 111, or 122 (by placement)	5		
Rel 101	5		
PEd	4		
			Total <u>65</u>

Criminal Justice

Core	36 Hours	Elective I	5 Hours
Col 101	2	His 111 or 112	
Eng 101, 102, 103	9		
Spc 105	3	Elective II	5 Hours
Mth 110, 111, 122		Rel 101 or 110 or	
(by placement)	5	Phl 149	
CSc 163	2		
PSc 101	5	Elective III	5 Hours
Soc 146	5	GSc 101, Chm 101,	
Psy 149	5	Bio 101 or Phy 101	
		Total	51

Nursing

Core	28 Hours
Col 101	2
Eng 101, 102, 103	9
Mth 110, 111, 122	
(by placement)	
CSc 163	2
Soc 146, Psy 149	10
Total	28

Placement and assessment procedures are the same as for baccalaureate degrees, except COMP will be given during the last quarter in residence.

The courses in the major may be found in the Departments and Courses section of the *Bulletin*.

Minors

Academic minors may be earned in most departments. A minor must include at least 30 hours, 15 of which must be in 300-level or above courses. Specific courses are not designated, but they must be approved by the chairman in the minor department.

Special Institutes/Continuing Education

LaGrange College coordinates and initiates special institutes and continuing education activities. These activities include work with area and state churches, industries, health care facilities and businesses. For certain of these activities the College gives continuing education units (C.E.U.).

Academic Regulations and Procedures

Orientation and Counseling

All new students are introduced to LaGrange College through an orientation program which takes place at the beginning of each quarter. The orientation program is designed to acquaint the new students with various phases of the life of the College including traditions, procedures, and regulations. It is believed that all students will profit from a proper introduction to the opportunities and responsibilities of college life.

Freshman Seminar (Col 101) deals with the elements of learning and decision making not covered in the traditional curricular structure that are essential to the student's educational process. These include selecting courses, study skills, making long-term educational plans, placing course work in a broader context of student development, dealing with personal difficulties, and adjusting to the inadequacies in pre-college preparation. To help students at LaGrange College face these issues in an organized way, Freshman Seminar is taught. This two-hour course provides an opportunity for freshmen to work with faculty and other students in the consideration of issues designed to assist them in making decisions and in dealing with the many interrelated problems that have a bearing on their academic career.

Registration

All students must register on the dates specified. Failure to register on the proper dates may subject the student to a \$20 late-registration fee. All registration procedures for all quarters are under the direction of the Dean of the College. Students have not completed registration until they have cleared the Registrar, Dean of Student Development and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus mail.

Each student is assigned to a faculty adviser, who assists the student in planning an academic program. *However, the ultimate responsibility for meeting all requirements rests with the individual student.*

A student interested in a particular major should inform his general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 22 hours of credit. *The student must declare his major in writing to the Registrar by the time he has earned 75 quarter hours of credit.* The student will then be assigned to an adviser in the department in which he will major. *A student*

planning to pursue a program in Teacher Education must take application in writing to the head of the Department of Education at least by the time he declares his major.

Student's major program requirements are those described in the college *Bulletin* at the time of declaration of the major.

Withdrawal

To withdraw from any course a student must confer with his instructor, his adviser, and the Dean of the College. Failure of a student to withdraw officially through the office of the Dean of the College normally will result in the assignment of a WF. A student who wishes to withdraw from the College must confer with the Dean of the College and the Dean of Student Development. Withdrawals are not permitted the last week of class.

Academic Probation Regulations

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified and the regulations governing probation will be called to their attention.

Freshmen (fewer than 50 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (50 to 99 hours), a 1.75 GPA; Juniors (100 to 150 hours), a 1.85 GPA; and Seniors (151 or more hours), a 2.00 GPA. In most cases, students have three quarters to remove their probationary status. Failure to do so makes these students subject to suspension.

Students are also subject to suspension for failure to earn at least five quarter hours of academic credit in any quarter, or for other valid academic reasons (such as violating cheating and plagiarism standards). In the case of part-time students, the extent of application of these regulations will be at the discretion of the Dean of the College. Normally, all applications of the regulations will be based upon a full academic load.

Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he is registered. The student is solely responsible for accounting to his instructor for any absence. An instructor may recommend that the Dean of the College drop from class with a grade of W or WF any student whose absences are interfering with satisfactory performance in the course.

Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any other institution) without the approval of the Dean of the College and the Academic Advisory Council. A student may not remove an unsatisfactory grade earned at LaGrange College by repeating the course at another institution.

Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or taking an academic overload. Permission to take an overload in any quarter is granted only to those students who have earned at least a cumulative average of B (3.0), except that a student may take an overload during one quarter of his senior year without respect to grade-point average.

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from the high school that advance placement programs have been completed and who present scores of 4 or 5 on the advanced placement test of the College Entrance Examination Board administered by Educational Testing Service.

Academic Honors

Upon graduation, students who have been in residence at LaGrange College for at least their last 90 hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic quarter, students who have maintained a 3.60 quality point average on a minimum of 15 quarter hours of work will be placed on the Dean's list.

Academic honors at graduation are awarded only to students completing the four-year program (effective with 1985 graduates).

International Students

Students who are on a Student Visa in the United States are subject to special regulations. As the institution which issues documents certifying student status, LaGrange College is subject to regulations or guidelines. Guidelines change; students should contact the Dean of the College for interpretation of such changes. The current interpretation is that students with Student Visas must be enrolled for a full academic load (at least 12 quarter hours) at all times.

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the College requires all students for whom English is a second language to enroll in and satisfactorily complete a two-quarter

sequence, Eng 010, 011. Further, if it is apparent that a student's English continues to jeopardize a successful academic career, the Dean of the College may require that a student attend a special, intensive English language course. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the Student Visa.

International students must enroll in an English course each quarter they are in school until they satisfactorily complete their English studies.

Credit through United States Armed Forces Institute and Service Schools

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Fifteen quarter hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. One activity course in physical education, up to a maximum of four, will be waived for each two months served in the Armed Forces; a corresponding reduction will be made in the total number of hours required for the degree.

Grades and Credits

The definitions of grades given at LaGrange College are as follows:

- A — superior
- B — above average
- C — average
- D — below average
- F — failing
- I — incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond the student's control has been unable to complete the work during that quarter. This deferment must be given written approval in advance by the instructor and the Dean of the College.
- NC — no credit or non-credit
- W — withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "WF," will be at the discretion of the professor.
- WF — withdrawn failing. The grade of WF is included in computing the grade-point average.
- AW — audit withdrawn
- AU — audit complete
- NR — grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he pays full tuition. To have a grade of NC recorded, he must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Dean of the College. Only lecture courses may be audited. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

An *I* is a temporary grade, assigned by an instructor within the last three weeks of the term to students who are doing satisfactory work and who cannot complete the course due to circumstances beyond their control. Should conditions prohibiting completion of a course arise within the first eight weeks, students withdraw.

An *I* is removed by the date indicated in the Academic Calendar. Failure to remove an *I* by the date set automatically makes the grade an *F*. A grade other than *I*, once submitted, may not be changed by an instructor except with the formal approval of the Academic Advisory Council, within the next quarter.

Grades are assigned and recorded for each course at the end of each quarter. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

Requirements for Bachelor Degrees — A Summary

LaGrange College offers the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Business Administration degree. To obtain a second bachelor's degree, at least 60 additional quarter hours must be earned beyond the first degree, in a minimum of three quarters. Baccalaureate degrees require a minimum of 195 quarter hours credit including required coursework in general education and the major. There is often an opportunity to select course work electives.

The minimum work required for graduation is 195 quarter hours and a 2.0 quality-point average overall, as well as in all course work taken at LaGrange College. To be eligible for the degree, a student must meet all requirements for the degree (general education, major program, all necessary assessments, 195 quarter hours and 2.0 cumulative grade point average) and, make application for the degree before the beginning of his final quarter. A student who does not earn a degree in sixteen full quarters or the equivalent may be denied further registration.

A minimum of 16 quarter hours meets the academic load requirement for a full-time student. The maximum full load is 19 quarter hours; anything beyond is considered an overload. No student is permitted to enroll for more than 22 hours in any one quarter. Request to take an overload must be granted in the office of the Dean of the College.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by multiplying the grade point by the course credit, summing, and then dividing the total quality points earned by the total hours attempted. If a student has received credit for a course and repeats that course, he receives no additional credit toward the degree. In computing the student's average, hours attempted and quality points are counted on all such attempts.

Not more than 100 quarter hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing. A transfer student is not given credit toward graduation for any Ds earned elsewhere. Transient work for grades of C or better is acceptable. Academic averages are computed on work done only at LaGrange College.

There are two ways by which a student must meet residency requirements for graduation:

- (1) The student must be in residence the last four quarters or 60 hours
or
- (2) 75 Credit hours of the last 90 credit hours must be earned at LaGrange College. With prior approval of the advisor and the Dean of the College up to 15 hours of transient study may be earned at another four-year accredited institution. Transient credit is only for courses in which the grade is C or better.

Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given credit for repeating that course at another institution. Credit totaling 10 hours or more earned in this way during the last 90 hours or final 6 quarters precludes the student's being granted credit for any course work taken by extension or by correspondence during the period.

Any regularly enrolled LaGrange College student who desires to take course work for credit by extension or by correspondence must obtain prior approval in writing from his academic adviser and from the Dean of the College. Such extension or correspondence credit may in no case exceed 10 hours (grades of C or better); however, not more than 5 hours earned in this manner may be applied toward the fulfillment of the General Requirements of LaGrange College. Any course or courses so taken must be completed and all grades recorded before the end of the student's final quarter, in order to be graduated that quarter.

A student is classified as a freshman if he has earned fewer than 50 hours of credit. A student is classified as a sophomore if he has earned 50-99 of credit. To be classed as a junior, a student must have earned 100 hours of credit. A student is classified as a senior upon having earned 150 hours of credit.

No grade below C in any course above 100-level may be applied toward a major.

Requirements for the Associate of Arts Degree

As previously described, the College offers programs of study leading to the Associate of Arts degree. Students pursuing an associate degree must complete the general education component required for that degree, the prescribed coursework in the discipline and a minimum of 95 quarter hours. The last 30 quarter hours must be done in residence. A 2.00 grade point average is necessary.

Transcripts

Students are entitled to transcripts of their record free of charge. No transcripts will be issued for any student under financial obligation to the College.

Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of quarters some delay may be unavoidable.

Student Review of Academic Decisions

Decisions pertaining to the academic program which are originally rendered by a faculty member may be appealed, in writing, to the Dean of the College who shall seek in an informal conference to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Review Subcommittee of the Academic Standards Committee for its determination.

Decisions pertaining to the academic program originally rendered by the Dean of the College may be appealed to the Review Subcommittee of the Academic Standards Committee.

Student Appeal of Academic Policy

Students may petition for exception to published academic policy. The Academic Advisory Council reviews the petition.

Graduation Requirements

A student who enters LaGrange College under a given *Bulletin* generally will be graduated under the general education, hours requirement and grade point average requirements of that *Bulletin*. Major requirements are those in force at the time a student formally declares a major. If a student suspends his/her study and re-enters more than four years later, he will graduate under the requirements of the *Bulletin* in effect at the time of his re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final quarter in residence. This is called a "graduation petition." The major adviser and the Office of the Dean of the College assist the student in completing this petition.

Students at LaGrange College will participate in the evaluation of the extent to which institutional educational goals are being achieved. This evaluation will be in both the general education area and the major. Students who graduated in June 1990 were the first class to participate in these comprehensive evaluations. Consult the specific majors for the details.

Endowed Lectureship

The Waights G. Henry, Jr. Endowed Lectureship was established by a gift from the Neighbors Fund, Inc. in memory of Dr. Henry, president and chancellor of LaGrange College over a period of 42 years. Income from the endowment is to be used annually in funding the Waights G. Henry lectures for the benefit of our students and as approved by the trustees of the College.

The Arthur H. Thompson Lectureship brings to the campus each year noted scholars to address the faculty and student body on the interrelationship of a field of knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, alumna, in memory of her husband, who was at one time chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: "The greatest thing in life is the simple faith of an honest man."

Awards and Recognitions

The Nancy Alford Award is awarded each year to the sorority accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Irene E. Arnett Drama Award is presented annually to the member of the senior class who shows the greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre — to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and towards his God.

The Needham Avery Art Award is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.

The E.A. Bailey Award is awarded each year to the fraternity accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

The Josephine A. Case Scholarship is for a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with Josephine A. Case Collection of American Indian Art which she and her husband, Leland D. Case, of Tucson have donated to LaGrange College. Both hold honorary doctorates from this school.

The Austin P. Cook Award is presented annually by the Student Government Association to the organization that made the most positive impact on campus life during the year.

The Roger Guptill Award is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.

The Mamie Lark Henry Drama Scholarship is presented annually to a student in recognition of superior contribution to the Theatre Arts Department.

The Mamie Lark Henry Scholarship Cup is presented each quarter to the sorority with the highest grade-point average the previous quarter.

The Waights G. Henry, Jr. Leadership Award is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

The Evelyn Powell Hoffman Drama Scholarship is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Drama Department faculty.

The Mary Hunter Lindsey Award is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to United Methodist students entering the senior class in college and preparing for a full-time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

The John Love Scholarship Cup is presented each quarter to the fraternity with the highest grade-point average the previous quarter.

The Weston L. Murray Award is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

Outstanding Achievement in Psychology Award, is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

The Pike Award is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adella Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

The Walter Malcolm Shackelford Award is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College.

The Annie Moore Smith Award is a purchase award granted annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

Jean Young Award in Photography this award, granted annually, was established in memory of Jean Young who was the first curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

Departmental Awards are presented annually at Honors Day in the spring. At that time there are numerous departmental awards made.

Pre-professional and Co-operative Programs

Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well-suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

LAW

The pre-law advising committee is chaired by Dr. Tracy Lightcap and is composed of Dr. Lightcap, Dr. Frederick Mills, Dr. Brenda Thomas and Dr. Kevin Reidy. Students considering attending law school should consult with one of these faculty members beginning in their freshman year and should meet quarterly with other students interested in pre-law.

Students entering law school come from many and varied undergraduate programs from English to mathematics, business administration, history or political science. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

DENTISTRY

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic Chemistry with lab	15 quarter hours
Organic Chemistry with lab	15 quarter hours
Biology with lab	10 quarter hours
Physics with lab	15 quarter hours
English	10 quarter hours

All applicants must complete the Dental Admission Test not later than the October testing preceding the year of desired entry.

MEDICINE (M.D.)

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.A. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should familiarize himself with the requirements of the several medical schools to which he plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	15 quarter hours
General Chemistry with lab	15 quarter hours
Organic Chemistry	15 quarter hours
Physics	15 quarter hours
English	15 quarter hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application to medical school, but no later than the fall of that year.

VETERINARY MEDICINE

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-veterinary student should be familiar with the specific requirements of the school to which he plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 90 quarter hours of college credit by the end of the spring quarter before fall matriculation at the veterinary school. The B.A. degree is preferred. The following required courses must have been completed prior to entry into veterinary school.

English	10 quarter hours
Biology with lab	10 quarter hours
Zoology or Botany	5 quarter hours
Microbiology	5 quarter hours
Biochemistry	5 quarter hours
Inorganic Chemistry with lab	10 quarter hours
Organic Chemistry with lab	10 quarter hours
Animal Nutrition*	5 quarter hours

The candidate must have worked with a veterinarian, and he *must* have had *hands-on* experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) including the Advanced Biology Section and the Veterinary Aptitude Test. These tests should be taken by October or December of the year prior to probable admission to veterinary school.

*Not available at LaGrange College

ENGINEERING

LaGrange College has an engineering-oriented program designed to provide the student with a broad liberal arts background while preparing the student for a professional engineering program. Dual-degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. Students accepted in the dual-degree program will attend LaGrange College for approximately three academic years (a minimum of 146 quarter hours) and then either Georgia Institute of Technology or Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from LaGrange College and a bachelor's degree in engineering from either Georgia Institute of Technology or Auburn University.

To be eligible to enroll in the dual-degree program in engineering a student must have a 2.3 or better grade point average.

Dual-degree curriculum, first two years

First Year		
Fall Quarter	Winter Quarter	Spring Quarter
Math 122	Math 123	Math 124
Calculus I	Calculus II	Calculus III
English 101	English 102	English 103
Composition I	Composition II	Composition III
Chemistry 101	Chemistry 102	Speech 105
General Chemistry I	General Chemistry II	Speech Fundamentals
Col 101	History 101* or 111**	History 102* or 112**
Freshman Seminar	World or American	World or American
		Computer Science 163
		Microcomputers

*For students planning to attend Auburn University

**For students planning to attend Ga Tech

Second Year

Math 322
Calculus IV

Phy 121
Physics I

Csc 199
Algorithms

Math 323
Calculus V

Phy 122
Physics II

General Education
Elective†

Math 324
Diff Equ

Phy 123
Physics III

General Education
Elective

†Subject to approval by the adviser

PHARMACY

The pre-pharmacy general adviser is Dr. John Hurd. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors.

While the admission requirements vary, the following is standard course work as a minimum: Chemistry 101, 102, 311, 351, 352; Biology 101, 102; Physics 101, 102; Mathematics 111, 122; English 101, 102; History 111, 112; Economics 203; Sociology 146; Speech 105. Political Science 101 may be required, and electives in literature are suggested to make up 90 quarter hours of academic work.

JOURNALISM

The student who plans a career in journalism needs a wide range of courses in many areas. A recommended basic program would include approximately 20 hours in humanities, 20 hours in mathematics and science, 20 hours in social science, and 30 hours in a major field. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser, who is Mrs. Julia Dyar.

PHYSICAL THERAPY

The pre-Physical Therapy general adviser is Dr. John Hurd. Most schools which offer training in Physical Therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 90 quarter hours of work including approximately 20 hours in Humanities, 20 hours in Math and Science, 20 hours in Social Science plus 30 hours in a major field such as Biology. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser.

OPTOMETRY

The pre-Optometry general adviser is Dr. John Hurd. Student selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. Though selected students may be admitted to Optometry School after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves four years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. Preparation for admission to a specific school can be planned with the assistance of the adviser.

ALLIED HEALTH SCIENCES

The adviser for Allied Health Science preparation is Dr. John Hurd. Allied Health Sciences include Dental Hygiene, Dental Lab Technology, Medical Technology, Physical Therapy, Radiologic Technology, Respiratory Therapy among others. These programs require from 30 to 90 hours of General Education either within the program or prior to admission. A plan of preparation for one of the Allied Health Sciences can be arranged with Dr. Hurd.

Departments and Courses

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Academic Divisions

Business Administration and Economics

Professors: Cousins, Dupuy

Associate Professors: Benavides, Birkeli

Assistant Professors: Reidy, McClung

This division contains the Department of Business Administration and Economics and the A.A., B.A., B.B.A. and the M.B.A. degrees are offered.

Education

Professors: Garcia, Jordan, Reid, Robison

Associate Professors: S. Johnson, Williamson

Assistant Professor: Alford

Instructor: Unger

This division contains the Department of Education and the Department of Health, Physical Education and Recreation. The B.A. and M.Ed. degrees are offered.

Humanities and Fine Arts

Professors: Hornsby, Lawrence, McCook, Murphy, Naglee, Williams

Associate Professors: Bailey, Henry, Smith, Torbert

Assistant Professors: Brown, Ensley, Johnson, Taft, Taunton, Thomas, Williams

Instructors: Mallory, Williams

This division contains the Departments of Art and Design, English Language and Literature, Modern Foreign Languages, Music, Religion and Philosophy and Theatre Arts. The B.A. degree is offered.

Nursing

Associate Professor: Kratina

Assistant Professors: Bates, Guy, McClellan, Sauter, Williams

The Nursing Division is also the Department of Nursing. It offers the A.A. degree.

Natural Sciences and Mathematics

Professors: Hurd, James, Jolly, Shelhorse

Associate Professors: Duttera, Hicks, McClanahan, Riddle, Searcy

Assistant Professors: Morrisett, McCoy, Pangia

Instructor: Yin

The Natural Sciences and Mathematics Division contains the Departments of Biology, Chemistry and Physics, Computer Science, and Mathematics. The B.A. and B.S. degrees are offered.

Social and Behavioral Sciences

Professors: Gill, T. Johnson, Kraemer, Mills

Associate Professors: Cafaro, Evans

Assistant Professor: Burdett, Frassetto, Lightcap

This division contains the Departments of History, Psychology, Political Science, and Social Work/Sociology. The A.A. and B.A. degrees are offered.

Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 100 through 199 are intended primarily for freshmen and sophomores. Courses numbered 200 to 299 are intended primarily for sophomores; the number may, alternately, mean credit of less than five quarter hours.

Courses numbered 300 through 399 and above are intended primarily for juniors and seniors.

Courses numbered 400 through 499 are intended primarily for seniors.

Courses numbered 500 and above are for graduate students.

The number in parentheses following the course title indicates the number of quarter hours credit for the course.

Abbreviations

Art and Design Art
 Biology Bio
 Business Administration BuA
 Chemistry Chm
 College (Freshman Seminar) .. Col
 Computer Science CSc
 Criminal Justice CJu
 Dance Dan
 Economics Eco
 Education Edu
 Early Childhood Edu
 Middle Childhood Edu
 English Eng
 French Frn
 Freshman Seminar Col
 General Science GSc
 Geography Geo
 German Ger

Health, Physical Education,
 and Recreation HPR
 Physical Education PEd
 History His
 Library Science LSc
 Mathematics Mth
 Music Mus
 Nursing Nsg
 Philosophy Phl
 Physics Phy
 Political Science PSc
 Psychology Psy
 Religion Rel
 Sociology/Social Work Soc
 Spanish Spn
 Speech Spc
 Theatre Arts ThA

Art and Design

The Art and Design major consists of studio concentrations in the following areas: Painting & Drawing, Photography, Ceramics & Sculpture and Design. A student may choose a studio concentration in more than one area. The courses required of the studio concentration are specific and should be determined in consultation with the student's advisor when the student first declares a major in art.

The following objectives are established as a basis for the education program in Art at LaGrange College. These objectives also include a means of determining deficiencies prior to graduation so that necessary steps can be taken to correct these deficiencies.

1. Development of technical knowledge pertaining primarily to the student's chosen area of concentration, but not limited to it.
2. Each student should develop an artistic vocabulary, especially in their specific area of concentration.
3. Assist the student in finding and focusing their creative ideas into a consistent body of work.
4. To instruct the student in the correct means of presenting their work in a portfolio or exhibition.
5. To give each student an understanding of graduate study in specific studio areas.
6. Encourage the student to exhibit their work and acquaint them with the gallery system.
7. To require a freshman review, spring quarter, consisting mainly of portfolio evaluations.
8. To provide the students with a creative environment by using all available resources. This would include field trips to galleries and museums, course work in locations of artistic interest, guest lectures and workshops related to the exhibitions in the College's galleries.

To accomplish the objectives, students will take the following courses.

Core courses required of all art/design and art education majors.

30 hrs. After completing the basic course requirements for all art majors (Art 109, 110, 111, 151, 152, 153) students are required to concentrate in one or two areas. The courses required in the following areas are:

AREAS OF CONCENTRATION

- 55 hrs. The Painting & Drawing Major — Art 171, 172 or 180, 173, 304, 311, 351, 352, 353, 355, 356, 357.
- 55 hrs. The Design Major — Art 171, 172 or 180, 173, 301, 304, 311, 320, 322, 323, 341 or 6 hrs. in Publications, 351.

55 hrs. The Photography Major — Art 172 or 180, 173, 301, 311, 320, 323, 324, 325, 351, 352, 353.

55 hrs. The Ceramics and Sculpture Major — Art 171 or 173, 172, 180, 302, 311, 312, 327, 328, 351, 352, 353.

85 hrs. The Art Education Major — Students should first be admitted to the Undergraduate Teacher Education program which is delineated in the Education section. Students are also required to complete at least 20 quarter hours in each of these areas: Humanities, Social Sciences, Natural Sciences and Mathematics.

Professional courses: Education 199, 362, 449, 459. Psychology 149, 302 and Art 171, 172, 173, 180, 312, 321, 323, 331, 490.

Students before the quarter of their graduation are required to present their work before the faculty in a critical review. From this review work will be selected for their senior exhibition.

Students who complete the Art and Design major have career options that include the following:

Studio artists, advertising and illustration, textile design, production pottery, museum and gallery management, commercial photography, art education.

Courses Offered:

109. Art History Survey I. (5) Fall.

An illustrated lecture course surveying the visual and plastic arts of Western Civilization from the Paleolithic period through the Renaissance.

110. Art History Survey II. (5) Winter.

An illustrated lecture survey of the visual and plastic arts of Western Civilization from the Baroque period to the present.

111. Art in the Twentieth Century. (5) Spring.

An illustrated survey and analysis of twentieth century painting and sculpture.

130. Publications Design I. (3) Fall.

This course will examine the concepts and techniques of creating publications culminating in publishing the college yearbook. Topics will include principles of basic design, typography, page layout, development of themes, use of artwork and computer techniques.

131. Publications Design II. (3) Winter.

Continuation of Publications Design I.

Prerequisite: Art 130.

132. Publications Design III. (3) Spring.

Continuation of Publications Design II.

Prerequisite: Art 131.

151. Drawing Fundamentals. (5) Fall.

Work with gradations of tonal values to create form in space.

152. Basic Design. (5) Winter.

Fundamentals of design emphasizing color and composition.

153. Three-Dimensional Design. (5) Spring.

A basic course dealing with three-dimensional structure.

171. Painting. (5) Fall.

Course dealing with specific problems in space, color and form.

172. Sculpture. (5) Winter.

Basic problems in modeling, carving and construction.

173. Printmaking. (5) Spring.

Introductory work in basic graphic media; relief and intaglio.

180. Ceramics — Handbuilding. (5) Fall.

Basic work in forming clay using slab and coil methods; firing and glazing.

230. Publications Design IV. (3)

Continuation of Publications Design III.

Prerequisite: Art 130, 131, 132

231. Publications Design V. (3)

Continuation of Publications Design IV.

Prerequisites: Art 130, 131, 132, 230

232. Publications Design VI. (3)

Continuation of Publications Design V.

Prerequisites: Art 130, 131, 132, 230, 231

301. Graphic Design: Fundamentals. (5) Fall.

A course designed to introduce students to the basic materials, techniques and terminology of graphic design. The course will cover fundamentals of typography, layout, pasteup, use of copy camera and computer basics.

302. Sculpture II. (5) Winter.

Work in construction and modeling using clay, wood, stone and metal.

303. Printmaking II. (5) Spring.

Work in intaglio, lithography, and silk screen processes.

304. Painting — Watercolor. (5) Spring.

A course in transparent media working primarily with outdoor environments in problems dealing with space and light.

311. Life Drawing. (5) Winter.

Study from the model with emphasis on the human form in composition.

312. Crafts. (5) Fall.

An introductory course in the designing and fabrication of wood and metal craft objects.

320. Graphic Design: Illustration. (5) Winter.

A course focusing on the materials and techniques of illustration for books, posters and magazines. The course will include marker, gouache, pen and ink, and computer rendering techniques.

321. Textile Design: Weaving. (5) Winter, Spring.

Basic course in fibers and loom weaving.

322. Graphic Design: Concepts. (5) Spring.

Students will explore the development of the graphic image through projects in logo design, corporate identity advertising layout, and other projects. Art 301 is a recommended prerequisite.

323. Photography. (5) Fall.

A basic course in black and white photographic expression including mechanics of processing and printing.

324. Photographic Design. (5) Winter.

A course dealing with design elements derived photographically.

Prerequisite: Art 323 or consent of instructor.

325. Advanced Photography. (5) Spring.

Large format photography and advanced problems in exposure, lighting, including color processing and printing.

Prerequisite: Art 323 or consent of instructor.

327. Ceramics — Throwing. (5) Winter.

Course in forming clay on a potter's wheel and firing and glazing.

328. Ceramic Design. (5) Spring.

Emphasis on ceramic design using handbuilding and wheel methods and use of glazes in decorating processes.

331. Elementary and Middle Childhood Art Education. (5) Fall.

Course emphasizing the development of the child through creative visual activity.

341. Internship. (5-15) (On demand)

Directed observation and practice in professional arts related environment.

351, 352, 353. Studio Concentration. (5 each) Fall, Winter, Spring.

A major individual project in one or two areas culminating in an exhibition at the end of the senior year.

355. Perspective Drawing. (5) Fall.

Work in linear perspective utilizing Renaissance space.

356. Life Drawing II. (5) Winter.

Specific drawing problems using the human figure as a point of departure.

357. Drawing: Color. (5) Spring.

Drawing problems using color pencils, pastels, inks and paints.

490. Student Teaching. (15) (On demand)

Supervised observation and experience in the art classroom leading to full-time teaching by the student.

Biology

Specific Objectives for the Major

The Biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismic levels. Within the major, a student may elect to emphasize human biology, field-oriented biology or biochemical and microscopic aspects of life science.

A plan of study to help the student pursue both the individual's and the Department's objectives is developed by consultation between the student and his advisor.

Method of Accomplishing Objectives

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses which constitute his major. A major in Biology consists of the following courses: Biology 101-102 and 40 more hours of biology as approved by the academic advisor; Chemistry 101-102, 351-352; Mathematics through 111 or 122; Physics 101-102. In addition, one course from the following must be taken with the approval of the major academic advisor; General Science 492, an advanced Chemistry course, Mathematics 314 or 316, Physics 125.

The approved program of teacher education in secondary science with emphasis in Biology and the professional education sequence will satisfy the requirements for a major in Biology.

Demonstration of Accomplishment of Objectives

The Biology department continues to use the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of the students in attaining these goals.

Career Options

Graduates of the College who have majored in Biology typically pursue careers in teaching, pharmacy, medicine, dentistry or physical therapy. In addition, many graduates find employment in industry — some in laboratories, some in management and others in research and development. Most careers require further formal study in graduate or professional schools.

Course Descriptions

101. General Biology I. (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter, Spring.

An examination of the organizational and operational aspects of living systems with emphasis upon the structure and function of vertebrates.

102. General Biology II. (3 hrs. lec., 4 hrs. lab per week) (5) Winter, Spring.

A study of genetics, evolution, phylogeny, and ecology. It is strongly recommended that Bio 101 be taken first.

148. Human Anatomy and Physiology I. (5 hrs. lec., 2 hrs. lab per week) (5) Fall, Winter.

A study of the structure and function of the human body. Laboratory work: mammalian dissection and experiments plus human measurements.

149. Human Anatomy and Physiology II. (5 hrs. lec., 2 hrs. lab per week) (5) Winter, Spring.

A continuation of Biology 148.

275. Histological Technique. (4 hrs. lab per week) (2) (On demand)

A laboratory technique course designed to acquaint the student with histological preparations.

Prerequisites: Biology 101; Chemistry 101.

318. The Teaching of Science in the Secondary Schools. (5 two-hour periods per week) (5) (On demand)

Familiarization with several approaches to science teaching in high school. (On demand)

Prerequisites: Biology 101-102; Physics 101-102; Chemistry 101-102. Normally open only to juniors and seniors in the Sciences.

320. Medical Microbiology. (5 hrs. lec., 2 hrs. lab per week) (5) Spring.

A study of human diseases caused by pathogenic microbes and helminths.

321. Microbiology. (1 hr. lec., 8 hrs. lab per week) (5) Winter, 1993.

A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.

Prerequisites: Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.

334. Ecology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring.

An introduction to the basic principles and concepts of ecology followed by population and habitat studies.

Prerequisites: Biology 101-102; Chemistry 101-102; or consent of instructor. Biology 335 and/or 336 is recommended.

335. General Zoology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1994.

A phylogenetic survey of the animal kingdom with special emphasis upon parasitology, entomology, ornithology, and mammalogy. Animal taxonomic studies based on local fauna.

Prerequisites: Biology 101-102; Chemistry 101-102.

336. General Botany. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1993.

A phylogenetic survey of the plant kingdom with emphasis upon reproductive morphology followed by the detailed anatomy of vascular plants. Plant taxonomic studies based on local flora.

Prerequisites: Biology 101-102; Chemistry 101-102.

338. General Entomology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1992.

An introduction to the study of insects. Emphasis is on insect morphology, biology and identification. A collection of insects identified to family level is required.

Prerequisite: Biology 102.

339. Field Problems in Ecology. (5) Fall, 1993.

A study of ecological problems and environmental parameters in the local area by means of individual investigative procedures. (On demand)

Prerequisites: Biology 334 and permission of instructor.

340. General Parasitology. (4 hrs. lec., 4 hrs. lab per week) (5) Fall, 1992.

An introduction to the biology, life history and pathogenicity of parasites. Representative parasitic protozoans, helminths and arthropods are considered.

Prerequisite: Biology 102.

351. Vertebrate Embryology. (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1993.

A study of the embryological development of representative vertebrates, with laboratory emphasis upon the chick and pig.

Prerequisites: Biology 101-102.

352. Comparative Vertebrate Anatomy. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1993.

A study of the structure of vertebrates with an analysis of the generalized vertebrate body plan and specializations of this basic plan throughout the eight vertebrate classes. Lab emphasis upon dissection of lamprey, shark, mudpuppy and cat.

Prerequisites: Biology 101-102.

353. Fundamental of Evolutionary Theory. (5 hrs. lec. per week) (5) Spring.

A balanced survey of the present-day concepts of the processes and products of evolution with emphases on: 1) contrasting models and their consequences, 2) mass extinctions, 3) evolution of man, 4) methods of science and pseudoscience, and 5) philosophical considerations.

360. Vertebrate Histology. (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1994.

A study of tissue types and their organization into body organs.

Prerequisites: Bio 101, Bio 352 recommended.

373. Genetics. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1994.

A study of the unifying concepts of biological inheritance in individuals and populations. Laboratory work includes both *Drosophila* crosses and experiments with microbial forms.

Prerequisites: Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

374. Cell Biology. (6 hrs. lec., 2 hrs. lab per week) (5) Fall, 1993.

A study of the structure and function of cell organelles as well as diversity of cell types. Laboratory work involves cell cultures and immunological experiments.

Prerequisites: Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

383. Animal Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1994.

A study of the physiology of vertebrates, with emphasis upon mammals. A systems approach to mammalian solutions of physiological problems. Laboratory work involves physiological experiments with frogs, rats, and human subjects.

Prerequisites: Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.

386. Plant Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)

A study of basic plant principles such as cell properties, photosynthesis, respiration, growth, and water-mineral-soil relationships.

Prerequisites: Biology 101-102, 334, and 336; Chemistry 101-102, 351-352.

430. Environmental Science (4 hrs. lec., one 3-hr. lab per week) (5) Fall, 1992.

An introductory course bringing together the many different themes of the man-environment field.

Prerequisites: open to juniors and seniors in any major.

Business Administration

I. Introduction

The Business Administration and Economics faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system, and of the relationship of business to the socioeconomic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic thought with Eco 101 Contemporary Economic Issues. The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the Social Sciences and Computer Science.

For students who elect to move beyond this introduction and pursue a major in business, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business; a B.A. with a major in business, and in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, general business — management, or international business. The department also offers course work leading to the Master of Business Administration degree (See *Graduate Bulletin*). The Economics program is described in the section on Economics.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of organizations.

II. Objectives

Business Administration — For non-majors, the Business Administration course offerings seek to provide students with the opportunity to develop a basic understanding of business and its role in the economy, and to gain greater knowledge of the several major functions of business.

The program for students who pursue the A.A. degree is designed to help them accomplish a combination of a basic liberal arts foundation plus a basic understanding in the fundamentals of the several major functional areas of business.

The objective of the B.A. degree program is to provide students with a comprehensive understanding of both the qualitative and quantitative aspects of the functions of business, while giving them an extensive opportunity to pursue unrelated or related course work. This is the liberal studies degree in business. There is ample room for electives in this program. It is designed to provide valuable and useful background for any of a wide variety of career options which the student may elect to pursue.

The B.B.A. program is designed to provide students with both a comprehensive understanding of enterprise management, and an opportunity to develop in-depth knowledge and proficiency in one or more specific functional areas. This degree program provides an additional twenty quarter hours of course work in the discipline, leading to a concentration in accounting, business economics, general business, or international business. Many of the students who pursue the B.B.A. degree are those who seek careers in enterprise management, or as specialists in the specific area of concentration.

During their sophomore year students may declare their intentions to pursue a major in business administration. Business administration majors should note that the requirements for the major, including required courses, applicable to them are those in effect when they declare their major, not those in effect when they first entered the college. A score of 70 points or higher (out of 100 points) in a comprehensive Departmental Assessment Test, administered as part of the Senior Seminar, is required for graduation. This D.A.T. may be repeated as necessary.

III. To accomplish the objectives, students will take the following courses:

A. Associate of Arts (major in Business Administration)

1. General Education curriculum.
2. Business Administration — 40 Qtr. Hrs.
 BuA 161 Principles of Accounting I
 BuA 162 Principles of Accounting II
 BuA 251 Business Law I
 BuA 355 Principles of Managerial Finance (5 cr. hrs.)
 BuA 371 Principles of Management (5 cr. hrs.)
 BuA 373 Organizational Behavior (5 cr. hrs.)
 BuA 380 Principles of Marketing (5 cr. hrs.)
 and one more 5 cr. hrs. course in Business Administration or Economics at the 300 level or higher

B. Bachelor of Arts (major in Business Administration)

- BuA 161 Principles of Accounting I (5 cr. hrs.)
- BuA 162 Principles of Accounting II (5 cr. hrs.)
- BuA 163 Managerial Accounting (5 cr. hrs.)
- Eco 201 Principles of Microeconomics (5 cr. hrs.)
- Eco 203 Principles of Macroeconomics (5 cr. hrs.)
- BuA 251 Business Law I (5 cr. hrs.)

Mth 314 Statistics (5 cr. hrs.)

Mth 360 Finite Mathematics (5 cr. hrs.)

BuA 355 Principles of Managerial Finance (5 cr. hrs.)

BuA 371 Principles of Management (5 cr. hrs.)

BuA 373 Organizational Behavior (5 cr. hrs.)

BuA 380 Principles of Marketing (5 cr. hrs.)

BuA 392 International Business (5 cr. hrs.)

BuA 395 Junior Seminar (2 cr. hrs.)

BuA 440 Problems of Business (5 cr. hrs.)

BuA 451 Senior Seminar (3 cr. hrs.)

Plus 5 additional credit hours in business/economics electives at the 300 level or higher.

C. Bachelor of Business Administration

1. Core courses:

BuA 161 Principles of Accounting I (5 cr. hrs.)

BuA 162 Principles of Accounting II (5 cr. hrs.)

BuA 163 Managerial Accounting (5 cr. hrs.)

Eco 201 Principles of Microeconomics (5 cr. hrs.)

Eco 203 Principles of Macroeconomics (5 cr. hrs.)

BuA 251 Business Law I (5 cr. hrs.)

Mth 314 Statistics (5 cr. hrs.)

Mth 360 Finite Mathematics (5 cr. hrs.)

BuA 355 Principles of Managerial Finance (5 cr. hrs.)

BuA 371 Principles of management (5 cr. hrs.)

BuA 373 Organizational Behavior (5 cr. hrs.)

BuA 380 Principles of Marketing (5 cr. hrs.)

BuA 392 International Business (5 cr. hrs.)

BuA 395 Junior Seminar (2 cr. hrs.)

BuA 440 Problems of Business (5 cr. hrs.)

BuA 451 Senior Seminar (3 cr. hrs.)

Plus 5 additional credit hours in business/economics electives at the 300 level or higher.

2. One of the following concentrations:

a. Accounting: (BuA 360-361) and two of the following courses:
BuA 362, 363, 364, 365, 366.

b. Business Economics: Eco 301 and 303 (Intermediate Micro and Macroeconomic Theory) Plus two additional economics courses (excluding accounting courses) at the 300 level or higher.

c. General Business (Management): Four additional business courses at the 300 level or higher.

- d. International Business: The 5 additional hours to finish the business core courses must be met by taking BuA 393. The following four courses are required for this concentration: Eco 323, Eco 325 and Psc 380. Lastly, an academically-based International Study Program of appropriate duration outside the United States is also required.

IV. Students who complete the majors offered in the department have found employment in a number of organizations, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

V. Course Descriptions:

BUSINESS ADMINISTRATION

151. Introduction to Business. (5)

A brief introduction to the origin and nature of our business system, the important purposes and concepts involved in each of the major business functions, and the relationship of business to our economy and to the society in which it operates.

161. Principles of Accounting I. (5)

Basic accounting systems and concepts. Accounting cycle for service and merchandising concerns: original entries, accrual and deferral adjustments; reversing and closing processes. Preparation of income statement, statement of owner's equity, and balance sheet. Special topics: bad debts, inventories, and internal control of cash.

162. Principles of Accounting II. (5)

A continuation of BuA 161 with emphasis on partnership and corporation accounting, long-term liabilities and long-term investments. Preparation of the statement of changes in financial position. Special topics: financial statement analysis, plant assets.

Prerequisite: BuA 161, or consent of the instructor.

163. Managerial Accounting. (5)

A study of managerial control systems and the uses of accounting information for planning and control; including analysis and interpretation of data and use of cost information for business policy implementation.

Prerequisite: BuA 162, or consent of instructor.

251. Business Law I. (5)

A course designed to provide a knowledge of law that a student will need in business. The student begins with the constitutional background of law, a study of the law of contracts, agency and employment, and negotiable instruments. Stress is given to the impact of the UCC.

Prerequisite: Sophomore standing, or consent of the instructor.

261. Managerial Cost Applications. (2)

A survey of financial and capital budgeting techniques. Emphasis on short-term and long-term forecasting and control. Introduction of elements of production costs, costing techniques, CVP analysis, and variance analysis.

Prerequisite: BuA 161, or consent of the instructor.

262. Accounting Applications of Computers. (2)

Survey of general purpose accounting software available for the personal computer. Emphasis on accounting cycle, subsidiary ledgers, and financial statement generation.

302. Applied Decision Sciences I. (5)

A study of the basic models and quantitative skills used in business problem analysis. Includes such topics as statistical inference, optimization and programming models.

Prerequisite: Mth 360 or consent of instructor.

312. Managerial Economics. (5)

Focuses on the use of micro-economic principles and mathematical/statistical tools to make/analyze business decisions.

Prerequisite: Eco 201.

322. Social and Legal Environment of Business. (5)

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

Prerequisite: Senior standing, or consent of instructor.

352. Business Law II. (5)

A continuation of BuA 251. The student studies personal property and sales, government regulation of business, real property and other questions of law and business.

Prerequisite: Sophomore standing, or consent of instructor.

355. Principles of Managerial Finance. (5)

A comprehensive survey of the basic tools and models utilized in contemporary financial management decisions.

Prerequisites: BuA 161, BuA 162 and Sophomore standing, or consent of the instructor.

356. Intermediate Managerial Finance. (5)

An in-depth study of special managerial finance topics, including financial analysis, capital budgeting, cost of capital, and long-term financing decisions.

Prerequisite: BuA 355, or consent of instructor.

360. Intermediate Accounting I. (5)

An in-depth analysis of the accounting and reporting process and accounting theory, together with a study of current problems in reporting financial position, income determination; and, an integration of current professional pronouncements.

Prerequisite: BuA 162, or consent of instructor.

361. Intermediate Accounting II. (5)

A continuation of BuA 360 with emphasis on the measurement and reporting of the source(s) of corporate capital and the relationship of these sources to income determination. Additional topics include depreciation, depletion, amortization of intangibles, long-term investments and debt. The impact of professional pronouncements is stressed.

Prerequisite: BuA 360, or consent of the instructor.

362. Cost Accounting. (5)

Cost accounting principles and techniques applied to job order and process systems. Planning and control techniques such as CVP analysis, variance analysis, capital budgeting and management decisions. Construction of static and flexible budgets.

Prerequisite: BuA 162, or consent of the instructor.

363. Advanced Accounting. (5)

A study of special topics including partnerships, installment sales, home office-branch relationships, consolidated financial statements, and non-profit accounting.

Prerequisite: BuA 361, or BuA 366, or consent of the instructor.

364. Income Taxation For Individuals. (5)

An in-depth study of the tax code as it relates to individuals. Updated to incorporate new tax laws, regulations, and printed rulings.

Prerequisite: BuA 162, or consent of instructor.

365. Auditing. (5)

Study of auditing standards, objectives and techniques. Pronouncements, ethics, reporting, legal liability of the auditing profession are emphasized.

Prerequisite: BuA 162, or consent of the instructor.

366. Intermediate Accounting III. (5)

A continuation of BuA 361 with emphasis on current special topics in financial accounting such as accounting for pensions, leases, accounting changes, earnings per share and income recognition. Continued emphasis on professional pronouncements.

Prerequisites: BuA 360, BuA 361, or consent of the instructor.

371. Principles of Management. (5)

A course designed to afford students an opportunity to gain an understanding of the "science" of management (the underlying body of knowledge relevant to management) including theories, concepts, principles, techniques, and tools that apply. In addition, attention is given to the development of examples that demonstrate the application of the "science" in specific situations which is the "art" of management (wise application of the science). This is primarily a lecture course but class participation in discussion is encouraged. Testing requires that students demonstrate an adequate understanding of the "science" and the "art" of management.

372. Production/Operations Management. (5)

A study of the application of the science of management in the production/operations management environment. Primary emphasis will be placed on theories, concepts, principles, techniques, and tools that improve the efficiency and effectiveness of the production/operations manager. Much emphasis is placed on the proper use of quantitative tools and techniques; therefore, it is strongly recommended that students taking this course have an adequate mathematical background. Testing in this course will require that students demonstrate competence in the above-mentioned areas.

Prerequisites: Junior standing, BuA 271 and Mth 314 or Mth 360.

373. Organizational Behavior. (5)

A study of the internal structure of organizations. Provides theoretical and conceptual framework for analyzing individual and group behavior within organizations.

Prerequisite: BuA 371.

374. Interpersonal Relations in Organizations. (5)

A study of human interaction in the organizational context. Topics to be covered include self-concept, frames of reference, values and attitudes, barriers and breakdowns in communications.

Prerequisite: BuA 373 or consent of instructor.

376. Managing Human Resources. (5)

The study of the basic principles and functions of effective personnel administration, and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of varying sizes of groups.

Prerequisites: BuA 373

377. Career Management. (2)

This course provides students with an opportunity to investigate career options. Students learn how to manage their careers under changing business and economic conditions.

Prerequisite: Junior standing.

378. Compensation Management. (3)

This course emphasizes the design, development and management of compensation systems. Topics considered include job evaluation methods, wage and salary surveys, incentive plans and determination of individual pay.

Prerequisite: BuA 376 or consent of instructor.

380. Principles of Marketing. (5)

An introduction to the important principles of marketing management, the marketing perspective, marketing strategy planning, and the critical importance of this approach on the overall effectiveness of the total enterprise.

381. Advanced Marketing. (5)

Intensive study of selected aspects of marketing management, and of the role of marketing in our economic system. Particular emphasis on helping students to further their analysis, decision-making and communication skills in this context.

Prerequisite: BuA 380 or consent of instructor.

382. Promotion (5)

Examination of the strategy, planning and implementation of a marketing promotion program. Covers the three major areas of marketing persuasion; personal selling, advertising, and sales promotions. Includes analysis of media resources and public relations as basic elements in an effective promotion campaign.

391. Managing A Small Business. (5)

A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.

Prerequisites: BuA 355, 371, 380 or consent of instructor.

392. International Business. (5)

A study of the major opportunities, challenges, and approaches to increased effectiveness in the international business area.

Prerequisites: BuA 355, 371, 380 & Eco 201, 203

393. Cultural Aspects of International Business. (5)

A study of the cultural risks confronting the business manager in an international environment. The course will survey differences in values and codes of behavior among a number of cultures, giving the student an opportunity to learn how to read and respond to the organizational culture of regulators, business associates and customers across cultural borders.

Prerequisite: BuA 392.

395. Junior Seminar. (2)

This course seeks to begin facilitating students' transition from college to the business world or to graduate school. Emphasis is given to resume preparation, interviewing and other aspects career/graduate school search.

Prerequisites: Junior standing with at least 30 credit hours required for major.

420. Introduction to Micro-Computer Applications in Business. (3)

A course designed to expose students to the use of special purpose and general purpose software applicable to business.

Prerequisites: To be taken concurrently with BuA 440.

440. Business Problems. (5)

This is the capstone course for all B.A. (with major in Business Administration) and B.B.A. students. It incorporates the use of a computer-based simulation in an effort to integrate all the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting and management decisions to run their company effectively. The student's grades are a function of individual and group performance.

Prerequisites: Senior standing, completion of all requirements (except BuA 450). In exceptional circumstances the permission of the instructor may be obtained to waive the above requirements. Student must have been formally accepted as a business administration major. BuA 420 must be taken concurrently with BuA 440.

451. Senior Seminar. (3)

As one of the capstone courses the Senior Seminar seeks to promote students' integration of major concepts covered separately in prior courses. It also serves as a follow up on the career/graduate school search initiated in the Junior Seminar. The Departmental Assessment Test is one of the requirements for this class.

Prerequisites: Senior Standing with at least 50 credit hours required for major.

460. Internship in Business. (5-15)

Practical experience through placement of selected majors in private/public firms or organizations. No more than 5 credit hours per quarter for a maximum of 15 credit hours in internship program may be taken.

Prerequisites: Senior standing, student must have been formally accepted as a business major. Additionally, a G.P.A. of 3.00 or higher and/or recommendation of business department faculty.

Chemistry

The chemistry faculty has several goals: service, liberal arts, and professional chemistry. The student in chemistry will be seeking one of these goals. Many students take one or more courses in chemistry as part of their preparation for a major in a related area or because they understand that their general education is less than complete without an introduction to one of the natural sciences. For these students the courses that are offered take into account this science need. For other students who desire to move beyond this introduction and pursue a minor or major in chemistry, a minor and two degree programs are offered. Students can pursue the B.A. degree with a major in chemistry or a B.S. degree with a major in chemistry. Students who pursue the B.A. degree desire to mix their study of chemistry with an extensive opportunity to pursue unrelated or related course work. This is the liberal studies degree in chemistry. There is ample room for electives in this program. A more in-depth degree is earned by students in the B.S. program. Students who pursue the B.A. will probably seek careers in nonscience areas such as law, technical sales, general business or in science-related areas such as secondary education or health-related areas. Students who pursue the B.S. degree are those who desire to become industrial chemists, enter graduate school, or work in government laboratories. The B.S. degree is a very competitive degree for health-related careers where admission standards to professional schools are high.

The specific objectives for the respective degrees are as follows:

The Bachelor of Arts Degree

Students who earn the B.A. degree will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. An overview of one or more of the following areas: analytical chemistry, inorganic chemistry and/or biochemistry

Students earn these competencies by pursuing the following courses required for Bachelor of Arts curriculum in chemistry:

Chemistry 101, 102

Chemistry 351, 352, 353, 361, and 362

and fifteen additional hours at or above the 300-level

The support courses required are Physics 101, 102 or Physics 121, 122, Mathematics 122 and Computer Science 163

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams for (1) General Chemistry and (2) Organic Chemistry. The passing score will be at or above the 40th percentile of the national norms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the student will be used. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students' scheduled graduation. The student must attempt a retest at least once a quarter until successful completion of the exam. In the event that a student needs to repeat an exam for the second, third or final time, evidence of preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following a previous examination.

The Bachelor of Science Degree

Students who earn the B.S. degree will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. Volumetric and gravimetric analytical theory and practice
11. Instrumental analytical theory and practice
12. Thermodynamics
13. Chemical dynamics
14. General overview either of advanced inorganic and organic chemistry or of biochemistry
15. The fundamentals of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum:

Chemistry 101, 102, 103

Chemistry 311, 312

Chemistry 351, 352, and 353

Chemistry 361, 362, 363

and 10 additional hours at the 400-level

Additionally, a research experience is required. This should be taken between the junior and senior years or during the first two quarters of the senior year. This may be done on campus, in industry, or in a research university in a summer program. Students may elect to earn 495 credit for this required activity.

Supporting courses that are required are the following:

Mathematics 122, 123

Physics 121, 122, 123

Computer Science 163 and one programming course

Note: The scheduling of the B.S. curriculum is important. Students should be prepared to take Chemistry 361 or 362 their junior year. This requires that calculus be taken during the freshman year and physics during the sophomore year. Most students choose to begin their chemistry during the freshman year. The freshman year curriculum might be the following:

Fall	Winter	Spring
Mth 122	Mth 123	additional Mth
general education	Chm 101	Chm 102
general education	general education	general education

Students who earn the B.S. degree will have demonstrated their attainment of the specific objectives by appropriate scores on the current American Chemical Society (ACS) Exams on five of the following eight exams or exam groups:

1. General Chemistry
2. Organic Chemistry
3. Analytical Chemistry
4. Instrumental Chemistry
5. Dynamics and thermodynamics (2 exams) or Physical Chemistry
6. Inorganic
7. Biochemistry

The passing score will be at or above the 40th percentile of the national forms for these exams or at an appropriate level, as determined by the Chemistry Department, based on the accumulated data of the performance of LaGrange College students on these exams. The results which are in the best interest of the students will be used.

These exams are given at the end of the appropriate course(s) and may be repeated up to three additional times prior to the students' scheduled graduation. The student must attempt a retest at least once a quarter until successful completion of the exam. In the event that a student needs to stand for an exam for the second, third or final time, evidence of adequate preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following the previous examination.

Course Descriptions

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, a passing grade must be achieved in both the lecture and the laboratory portions of the course to obtain a passing grade in the course.

101. General Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall, Winter.

A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, the gas, liquid and solid phases.

Prerequisite: Mth 111 or placement at Mth 122.

102. General Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter, Spring.

This course continues 101 and is a study of oxidation reduction reactions and electrochemistry, chemical thermodynamics, kinetics, and equilibrium. The ACS exam for general chemistry is included at the end of this course.

Prerequisite: Chm 101.

103. General Chemistry III. (5) Yearly

This course is a continuation of chemistry 102 with special emphasis on equilibria, thermodynamics, organometallics, applications of computers to chemistry, and other special topics in chemistry. The ACS exam for general chemistry will be given at the conclusion of this course.

Prerequisite: Chm 102, CSc 163 and permission of the department.

311. Quantitative Analysis I. (3 hrs. lec., 6 hrs. lab per week) (5) (On demand)

A study of the theory and practice of volumetric and gravimetric quantitative analyses.

Prerequisites: Chemistry 101-102.

312. Quantitative Analysis II. (3 hrs. lec., 6 hrs. lab per week) (5) (On demand)

A study of advanced analytical techniques, emphasizing instrumental analyses.

Prerequisite: Chemistry 102, Physics 102 or 122.

318. The Teaching of Science in the Secondary Schools. (5 two-hour periods per week) (5) (On demand)

Familiarization with several approaches to science teaching in high school. (On demand)

Prerequisites: Biology 101-102; Physics 101-102; Chemistry 101-102. Normally open only to juniors and seniors in the Sciences. (See also Bio 318.)

351. Organic Chemistry I. (4 hrs. lec., 4 hrs. lab per week) (5) Fall.

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of the various classes of organic compounds.

Prerequisite: Chemistry 102.

352. Organic Chemistry II. (4 hrs. lec., 4 hrs. lab per week) (5) Winter.

A continuation of Chemistry 351.

Prerequisite: Chemistry 351.

353. Organic Chemistry III. (4 hrs. lec., 4 hrs. lab per week) (5) Spring.

A continuation of Chemistry 352. The ACS exam in organic chemistry will be administered at the conclusion of this course.

Prerequisite: Chemistry 352.

361. Physical Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall.

A study of the basic principles of Physical Chemistry including the properties of gases, thermodynamics, thermochemistry, changes of state, and the phase rule.

Prerequisites: Chm 102, Phy 102 or 122, Mth 122.

362. Physical Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter.

A continuation of 361 including electrochemistry, kinetic molecular theory of gases, ion transport, and chemical kinetics. The appropriate ACS examination(s) will be administered at the completion of this course.

Prerequisite: Chm 361.

363. Physical Chemistry III. (5) Yearly

A continuation of 361-362, includes an introduction to Quantum Chemistry, Chemical Bonding, Atomic and Molecular Structure, and Spectroscopy.

Prerequisites: Chm 362, Mth 123, Physics 123.

374. Chemical Synthesis and Characterization. (1 hr. lec., 8 hrs. lab per week) (5) (On demand)

This course is concerned with the synthesis and analysis of organic and inorganic compounds using modern laboratory techniques.

Prerequisite: Chemistry 353.

442. Inorganic Chemistry I. (3) Winter.

An examination in some depth of atomic and molecular structure and bonding. Symmetry aspects are introduced and used.

Prerequisite: Chm 362 or consent of instructor.

443. Inorganic Chemistry II. (3) Spring.

A continuation of 442 with emphasis on coordination and organometallic chemistry. Chemical periodicity is covered. The ACS in inorganic chemistry is the final exam for 443.

Prerequisite: Chm 442.

454. Qualitative Organic Analysis. (1 hr. lec., 8 hrs. lab per week) (5) (On demand)

A study of the theory and practice of the separation and identification of organic compounds by the transformation of organic functional groups.

Prerequisite: Chemistry 353.

483. Biochemistry I. (5 hrs. lec. per week) (5) Winter.

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.

Prerequisites: Biology 101-102; Chemistry 101-102, 351-352.

484. Biochemistry II. (5 hrs. lec. per week) (5) Spring.

A continuation of Chemistry 483 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry. The ACS examination for biochemistry will be administered at the conclusion of this course.

Prerequisite: Chemistry 483.

Computer Science

The computer science faculty members of LaGrange College have several goals. As a service to the general student population, courses are offered to acquaint students with the impact of computers on society and the ways in which computers are used. For students who want further study in computer science, a minor and two major programs are offered.

Computer science majors in the B.A. and B.S. degree programs should:

1. be able to write programs in a reasonable amount of time that work correctly, are well documented, and are readable;
2. be able to determine whether or not they have written a reasonably efficient and well-organized program;
3. know what general types of problems are amenable to computer solution, and the various tools necessary for solving such problems;
4. be able to assess the implications of work performed either as an individual or as a member of a team;
5. understand basic computer architectures;
6. be prepared to pursue in-depth training in one or more application areas or further education in computer science.
7. In addition, students in the computer science track of the B.S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the business track of the B.S. degree program should have the knowledge of the functional areas of business necessary for working in that environment.

To accomplish these objectives, students will do the following: in order to be a major in the Computer Science Department, a student must have a GPA of 2.25 or better. The student may elect to pursue a B.A. degree, one of two tracks in a B.S. degree (either the computer science track or the business track), or a minor. For all options mentioned, students must take CSc 161, 199, 299, and one of the following three courses: CSc 280, 285, or 296 (except that the business track of the B.S. degree requires CSc 285). All students at LaGrange College are required to take CSc 163 as a general requirement.

All of the 100-level or above courses in computer science and in mathematics which are required for the B.S. and B.A. degrees and the minor must be completed with a grade of C or better, and the average in these courses for those pursuing the B.S. degree must be at least 3.0.

Additional requirements for the B.A. degree include eight 300-level, or above, computer science courses including CSc 300, 305, and 325; and four mathematics courses including Mth 122, 123, and two of the following: Mth 124, 335, 370, 410, and either 314 or 316.

Additional requirements for the computer science track of the B.S. degree are ten 300-level, or above, computer science courses including CSc 300, 305, 325, and 495; five mathematics courses including Mth 122, 123, and three

of the following: Mth 124, 335, 370, 410, and either 314 or 316; and five additional hours in computer science. Physics 101/102 or 121/122 must be taken as general requirements.

Additional requirements for the business track of the B.S. degree include CSc 286, 300, 495, and three of the following: CSc 315, 325, 405, 415, 425, and 430; BuA 161, 162, 355, 371, 380, 420, and 440. Mth 122; Mth 360 or BuA 372; and Mth 314 or 316 (316 preferred). Eco 101 must be taken as a general requirement.

Additional requirements for the minor include four 300-level, or above, computer science courses, including CSc 300.

The accomplishment of these objectives will be demonstrated by the following:

1. satisfactory performance on a programming test. This test will be based on the concepts learned in CSc 199 and 299 and should be taken at the end of the quarter in which the student completes CSc 299. The test will be offered once at the end of every quarter in which CSc 299 is offered. The test must be satisfactorily completed by the end of the quarter in which the student reaches a total of 135 hours of coursework, but under no circumstance will the student be allowed to take the test more than four times prior to and including that quarter. If the test has not been completed satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B.S. degree programs in computer science.
2. satisfactory performance on a comprehensive test administered by the computer science department. This test will cover concepts learned in CSc 161, 163, 199, 280/285/296, 299, 300 and, in addition, will cover selected topics from other 300-level, and above, computer science courses. The test must be taken first in the quarter in which the student reaches a total of 135 quarter hours of coursework. It will be offered once per quarter; however, a student is allowed to take the test a maximum of four times prior to his or her scheduled graduation. Upon failure to satisfactorily complete the test in four attempts, the student will not be allowed to graduate with a major in computer science.

Students who complete the computer science major have a wide range of employment opportunities. These include positions in sales, programming, and data processing and control. Graduates of the computer science degree programs at LaGrange College have secured positions as systems engineers, data processing managers, systems analysts, customer service representatives, and computer technicians, as well as other positions. Companies employing these graduates include Milliken & Co., Bell South, Texas Instruments, General Motors, the U.S. government, the state of Florida, Hughes Aircraft, West Point Pepperell, Total System Services, and others.

In addition, a number of graduates have gone on to graduate school in areas such as computer science and electrical engineering.

Course Descriptions

151. Basic Programming. (5)

An introduction to programming and algorithm development using the language BASIC.

160. Introduction to Networks and UNIX. (1)

A course designed to teach students how to use the LaGrange College network and the basic UNIX commands needed to use the network effectively.

161. Introduction to Editing and System Languages. (2)

This course is designed to assist and familiarize the student with the operating system of a mini-computer and with the various editing techniques that are available. The course is designed for computer science students and for those who need to learn the UNIX operating system.

NOTE: This course may be repeated once by any student who took it prior to Fall Quarter 1987.

163. Introduction to Microcomputers. (2)

This course is designed to assist and familiarize the student with the operation of a personal computer and the operation of a disk operating system (DOS). This course also covers personal computer applications such as database systems, word processors, and spreadsheets.

164. Advanced WordPerfect. (1)

The study of WordPerfect involving more advanced techniques than in CSc 163.

Prerequisite: CSc 163.

165. Advanced Lotus. (1)

The study of Lotus 1-2-3 involving more advanced techniques than in CSc 163.

Prerequisite: CSc 163.

199. Introduction to Algorithmic Design. (5)

Problem solving and algorithmic design in a procedural language (Pascal). Structured programming concepts, debugging and testing, documentation.

280. FORTRAN Programming. (5)

The study of FORTRAN involving more advanced concepts than in CSc 151. This language is used primarily in science, mathematics, and engineering.

285. COBOL Programming I. (5)

The study of COBOL involving more advanced concepts than in CSc 151. This language is used primarily in business data processing applications. Emphasis on information retrieval problems. Team project required.

286. COBOL Programming II. (5)

Advanced programming concepts with a strong emphasis on ISAM files and interactive programming.

Prerequisite: CSc 285.

296. C Programming. (5)

A study of the language C involving more advanced concepts than in CSc 151. This language is a general-purpose language implemented on a UNIX operating system.

Prerequisite: CSc 199 or any 200-level CSc course.

299. Algorithmic Design. (5)

A continuation of CSc 199. Further development of techniques for program design, program style, debugging and testing, especially for larger programs. Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures.

Prerequisite: CSc 199.

NOTE: CSc 199 IS A PREREQUISITE FOR ALL OF THE FOLLOWING COURSES

300. Introduction to Computer Systems. (5)

Computer structure and machine language, assembly language programming. Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

305. Introduction to Computer Organization. (5)

Basic logic design, coding, number representation and arithmetic, computer architecture, and computer software.

315. Introduction to File Processing. (5)

Concepts of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.

Prerequisite: CSc 300 or 325.

325. Data Structures. (5)

Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

331. Organization of Programming Languages. (5)

An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpretative languages, lexical analysis and parsing.

Prerequisite: CSc 300.

335. Digital Computer Architecture. (5)

Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.

Prerequisite: CSc 305.

370. Discrete Mathematical Structures in Computer Science. (5)

An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebras and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinatorics, logic and languages will also be involved.

Prerequisite: Mth 123.

405. Database Management Systems Design. (5)

Introduction to database concepts. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.

Prerequisite: CSc 315.

410. Numerical Methods. (5)

Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.

Prerequisite: Mth 124 or consent of instructor.

415. Advanced Program Design. (5)

A formal approach to techniques in software design and development. Includes structured programming concepts, organization and management of software development. A large-scale software project will be developed by students working in teams.

Prerequisite: CSc 325.

420. Theory of Programming Languages. (5)

Review of grammars, languages, and their syntax and semantics. Scanners, parsers, and translation.

Prerequisite: CSc 331.

425. Algorithms. (5)

A study of problems and their algorithmic solution. Algorithms will be chosen from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence. Domain independent techniques will also be included.

Prerequisite: CSc 325.

430. Computer Graphics. (5)

Graphics characteristics and graphics-related language features. Animation. Software tools for computer graphics. Analytic geometry and computer graphics. Basics of 3-D graphics. Hidden line and hidden surface routines.

Prerequisite: CSc 300.

450. Operating Systems. (5)

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

Prerequisite: CSc 300.

451-2-3. Special Topics. (5)

This series of courses will provide the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, operating systems, and object-oriented design will be covered.

Prerequisite: Determined by topic.

495. Independent Study. (5)

Required for the B.S. major. See page 59 for requirements.

Criminal Justice

A student may seek an Associate of Arts degree in criminal justice or may elect criminal justice courses as part of another program.

Students completing an A.A. degree will have a general education liberal arts orientation with a basic theoretical and practical understanding of the criminal justice system.

To accomplish these objectives students will take the following courses:

1. Completion of four hours of physical education or its equivalent, or criminal justice/sociology electives.
2. Satisfactory completion of the general education curricula.
3. Satisfactory completion of the following Criminal Justice core courses:
 Criminal Justice 101 — Introduction to Law Enforcement — 5 hrs.
 Criminal Justice 102 — Introduction to Corrections — 5 hrs.
 Criminal Justice 103 — Police Administration — 5 hrs.
 Criminal Justice 301 — Criminal Law I — 5 hrs.
 Criminal Justice 302 — Criminal Law II — 5 hrs.
 Criminal Justice 303 — Criminal Investigation — 5 hrs.
 Criminal Justice 306/Dual listed Sociology 306 Juvenile Delinquency — 5 hrs.
 Criminal Justice 307/Dual listed Sociology 307 Criminology — 5 hrs.

Total Hours — 95

In addition to the above listed requirements the accomplishment of the A.A. objectives will be demonstrated by an interview with an examination by a panel of selected law enforcement officers.

Students who complete the A.A. degree in Criminal Justice have career options that include:

1. Law Enforcement
2. Correctional Services

Course Descriptions:

100. Firearms Familiarization. (2)

This course provides the criminal justice student with the basic knowledge of proper use and safe handling of a handgun for the purpose of self-defense within the boundaries of the law.

101. Introduction and Law Enforcement. (5)

A very broad orientation and introduction to the field of law enforcement.

102. Introduction to Corrections. (5)

A course designed to provide an overview of the United States correctional system.

103. Police Administration. (5)

A study of police organizations and their related managerial functions.

104. Introduction to Police Operations. (2)

A course designed to provide students with the basic knowledge of how a police department functions within the realm of city ordinances, state and federal laws.

301. Criminal Law I. (5)

An overview of criminal procedure from arrest and trial through appeal.

302. Criminal Law II. (5)

A review and analysis of the elements of American criminal statutes.

303. Criminal Investigation. (5)

A study of the scientific, procedural and intuitive aspects of the investigation of crimes against persons and property.

306. Juvenile Delinquency. (5)

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventative programs in this area of behavior.

307. Criminology. (5)

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

Dance

The following courses in dance are offered. Dance courses fulfill the general education physical education requirements.

106. Folk and Square Dance. (1)

Experiences in the techniques of various forms of folk and square dancing.

150. Beginning Jazz. (1)

An introduction to the basic techniques and skills of jazz as they apply to musical theatre.

160. Beginning Ballet I. (1)

An introduction to the basic techniques and skills of classical ballet. This course incorporates barre exercises stressing correct placement and conditioning of muscles basic to balletic control, along with center floor exercises emphasizing skills learned at barre.

161. Beginning Ballet II. (1)

A continuation of Beginning Ballet I, increasing the variety of steps learned.

162. Beginning Ballet III. (1)

A continuation of Beginning Ballet II, combining more steps in center floor practice.

163. Intermediate Ballet I. (1)

Classical ballet class consisting of barre and center floor work introducing epaulement, adage, pirouettes, petite allegro and grand allegro combinations.

164. Intermediate Ballet II. (1)

A continuation of Intermediate Ballet I.

165. Intermediate Ballet III. (1)

A continuation of Intermediate Ballet II.

170. Advanced Ballet. (1)

The most challenging level of classical ballet consisting of a more intricate barre and center, increases of tempo, multiple pirouettes and tours, and more sustained adages. The student will work not only upon clarifying technique but performing aplomb as well.

Economics

I. Introduction:

The Economics and Business Administration faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system, and of the relationship of business to the socioeconomic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic analysis with Eco 101: **Contemporary Economic Issues**. The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the Social Sciences and Computer Science.

For students who elect to move beyond this introduction and pursue a major, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business; a B.A. with a major in business, or in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, or general business — management. The department also offers course work leading to the Master of Business Administration degree. The Business Administration degrees are described on page 93.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of firms.

II. Objectives:

Economics:

For non-majors, the Economics course offerings seek to provide students with a general understanding of basic economic principles and to supplement their major field of study with elective courses in various areas of applied economics.

For majors, the Economics curricula seeks to prepare students for professional careers in the private or public sector as well as to prepare them for additional academic endeavors in Economics or Business Administration at the graduate level.

Students completing a major in Economics will have a thorough understanding, at the intermediate level, of micro-and macro-economic theory and policy choices plus a solid foundation in quantitative analysis. They will also be well informed in the historical development of economic thought and will have surveyed various specialized areas of applied economics.

III. To accomplish the objectives students will take the following courses:

Bachelor of Arts (major in Economics)

Eco 201 Principles of Micro-economics

Eco 203 Principles of Macro-economics

Eco 301 Intermediate Micro-economics

Eco 302 History of Economic Thought

Eco 303 Intermediate Macro-economics

Eco 325 International Economics

Eco 331 Money and Banking

Eco 395 Junior Seminar

Eco 451 Senior Seminar

15 additional hours in economics

Mth 314 Statistics

Mth 360 Finite Mathematics

The approved program of teacher education in Economics consists of a minimum of 50 hours as approved by the major academic advisor, and the professional education sequence. (See page 106.)

IV. The accomplishment of these objectives will be assessed after an intensive review of the student's progress and accomplishments. The student will demonstrate this competence by a satisfactory score on a comprehensive examination, which may include both written and oral segments. This comprehensive Departmental Assessment Test will be taken as part of the Senior Seminar.

V. Students who complete the majors offered in the department have found employment in a number of organization, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

VI. Course Descriptions:

101. Contemporary Economic Issues. (5)

This is a basic economics course for non-majors. It is designed to provide students with an understanding of introductory economics principles to analyze, from an economics perspective, issues such as the population explosion, poverty, energy, pollution, unemployment, inflation, etc.

201. Principles of Micro-economics. (5)

Price Theory: the study of the economic behavior of individual households and firms. Distribution Theory: The study of how factor prices are determined. Price and output decisions are examined under various types of market structures.

203. Principles of Macro-economics. (5)

General introduction to economics, the determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policies.

301. Intermediate Micro-economics. (5)

At the intermediate level, analysis of the processes by which the behavior of individuals and firms under different market conditions affects the allocation of resources in a market-oriented economy.

Prerequisite: Eco 201, or consent of instructor.

302. History of Economic Thought. (5)

Attempts to relate the history of economic thought to the intellectual tendencies of various periods in an effort to explain how and why economic thought evolved at a given time.

Prerequisites: Eco, 201, 203, or consent of instructor.

303. Intermediate Macro-economics. (5)

At the intermediate level, analysis of the factors that determine the general level of prices, output, and employment as well as an examination of fiscal and monetary policies in an open economy.

Prerequisite: Eco 203, or consent of instructor.

312. Economic History of the United States. (5)

A study of the economic development of the United States, from colonial times to the present. Attention is paid to the influence of individuals, geography and institutions to the economy of the United States.

322. Social and Legal Environment of Business. (5)

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

Prerequisite: Senior standing, or consent of instructor.

323. Comparative Systems. (5)

A study, and an evaluation of the theories underlying present day economic systems. Factors relating to the development of sample economies are explored. Policies currently being followed as well as proposed changes are discussed, with respect to maintenance of full employment, distribution of income and economic growth.

Prerequisites: Eco 201, 203, or consent of instructor.

325. International Economics. (5)

A study of the different theories of international trade and evaluation of the effects of regional economic integration and restrictions to world trade. An examination of the mechanisms of international payments, the foreign exchange markets and balance of payments adjustments under different exchange rate systems.

Prerequisites: Eco 201, 203, or consent of instructor.

331. Money and Banking. (5)

Study of banking and other financial institutions, as well as the examination of different schools of thought on monetary policy and theory.

Prerequisite: Eco 203, or consent of instructor.

332. Public Finance. (5)

Analysis of the impact of governmental expenditures, taxation and credit upon production and the distribution of income. Examination of the structures of the federal, state and local tax systems.

Prerequisites: Eco 201, 203, or consent of instructor.

342. Government and Business. (5)

A study of the interrelationships between the public and private sectors — the relationship between government and business, between government and labor, and government and agriculture. An examination of the reasons for, and the development of legislation, and case law relating to the relationship between the public and private sectors. A study of the rise of administrative law, and the regulatory agencies.

Prerequisites: Eco 201, 203, or consent of instructor.

343. Labor Economics. (5)

A study of the problems of wages and employment, from both a micro- and macro-economic approach. An examination of the goal of full employment in relationship to fiscal policy. A study of labor market considerations. A survey of organized labor and collective bargaining.

Prerequisites: Eco 201, 203, or consent of instructor.

395. Junior Seminar. (2)

This course seeks to begin facilitating students' transition from college to the business world or to graduate school. Emphasis is given to resume preparation, interviewing and other aspects career/graduate school search.

Prerequisites: Junior standing with at least 30 credit hours required for major.

451. Senior Seminar. (3)

As one of the capstone courses the Senior Seminar seeks to promote students' integration of major concepts covered separately in prior courses. It also serves as a follow up on the career/graduate school search initiated in the Junior Seminar. The Departmental Assessment Test is one of the requirements for this class.

Prerequisites: Senior Standing with at least 50 credit hours required for major.

460. Internship in Economics. (5-15)

Practical experience through placement of selected majors in private/public firms or organizations. No more than five credit hours per quarter for a maximum of 15 credit hours may be taken in internship.

Prerequisites: Senior major in economics, 3.00 or higher G.P.A. and/or recommendation of business/economics department faculty.

Education

Introduction

The department of Education offers a wide range of courses to meet a variety of needs and demands. The education curriculum at LaGrange College serves four basic purposes:

- 1) to provide for development of those professional understandings and abilities which are essential to the professional role to be assumed by the student
- 2) to provide planned and carefully guided sequences of laboratory experiences where the student will have opportunities to translate theory into action
- 3) to provide programs in Early Childhood Education, Middle Childhood Education, Secondary Education, and Art Education at the undergraduate level which are approved by the Georgia Professional Standards Commission
- 4) to provide programs leading to the Master of Education degree in Early Childhood Education and Middle Childhood Education which are fully accredited by the Southern Association of Colleges and Schools and the Georgia Professional Standards Commission

Teacher Certification

LaGrange College offers a variety of degree programs which are approved by the Georgia Professional Standards Commission and lead to certification in Georgia. Students desiring to be certified upon completion of their programs should plan to work especially closely with their advisers since certification requirements are subject to change.

At the undergraduate level, completion of an approved program conducted by the college qualifies a student to be certified at the NB-4 level. Upon graduation applicants may qualify for Performance-Based certification (PBT-4) by attaining a qualifying TCT score and demonstrating acceptable performance by an on-the-job assessment.

Master of Education programs (Please see Graduate Bulletin).

Admission to Undergraduate Teacher Education

In order to be admitted to Teacher Education, a student must meet the following criteria:

- A. Have an overall GPA of 2.25 or better.
- B. Writing proficiency — a grade of C or better in English 101, 102 and 103.
- C. Oral proficiency — a grade of C or better in a speech course. (SpC 105)
- D. Past performance — a recommendation from a former college professor.

- E. Prognosis for success — an evaluation during Education 199, Introduction to Education pertinent to:
 - a. attendance
 - b. attitude
 - c. cooperation
 - d. oral and written delivery skills
 - e. enthusiasm for teaching, etc.
- F. Complete the form for admission to Teacher Education and file in the registrar's office.
- G. Students who have taken the majority of the course work for their major at another college in history, mathematics, English, chemistry, biology or art must post a satisfactory score on the Georgia Teacher Certification Test or they will be asked to take additional undergraduate course work in their discipline as a condition to being admitted to Teacher Education.

A student that has not met all of the above criteria may be admitted provisionally provided he or she has an overall GPA of 2.25 or better. The student admitted provisionally has three quarters in which to meet all of the criteria. A student may not register for an advanced course requiring a laboratory experience until all criteria for admission have been met. An education major whose GPA drops below 2.25 will be placed on departmental probation and has two quarters in which to remove the probationary status. Failure to do so may result in being dropped from the teacher education program.

General Education Requirements

All students planning to complete approved programs of Teacher Education to qualify for a teaching certificate must complete at least 20 quarter hours in the humanities and social sciences outlined below. Additionally, 10 quarter hours in Natural Sciences and 10 quarter hours in mathematics are required. It should be noted that English 101, 102, 103 and Speech 105 are prerequisites for admission to undergraduate Teacher Education and are not counted as part of this 60 quarter-hour requirement.

Humanities

Drama
English
Fine Arts
Foreign Languages
Music
Philosophy
Religion
Speech

Social Sciences

Economics
Geography
History
Political Science
Psychology
Sociology

Natural Sciences and Mathematics

Biology
Chemistry
Earth Science
Geology
Mathematics
Physics

Curricula for Professional Education

The curricula outlined for teacher education candidates are so arranged that a student may qualify for certification in Art Education, Early Childhood Education, Middle Childhood Education, or Secondary Education as approved by the Georgia Professional Standards Commission. For secondary certification planned programs are offered in English, History, Mathematics, Biology and Chemistry.

To complete an approved program of teacher education in any field, these steps must be followed: (1) admission to Teacher Education, (2) admission to student teaching at the beginning of the quarter prior to student teaching, (3) an overall 2.25 GPA in the Bachelor's degree program, (4) a C or better in all courses applied to the teaching field and in the professional education courses, and (5) application for the teaching certificate at the end of the final quarter. Conferences with the student advisor are required at each step.

OBJECTIVES

Approved Program in Early Childhood Education

Students completing the Early Childhood Education Major will:

- 1) develop a thorough understanding of the social, intellectual, physical, and emotional development of the child from birth to approximately eight years
- 2) identify the nature of learning and behaviors involving the young child
- 3) construct a curriculum appropriate to the needs of the young child

- 4) utilize existing knowledge about parents and cultures in dealing effectively with children
- 5) gain a thorough knowledge of the fundamental concepts of appropriate disciplines and to relate them to the young child's understanding
- 6) identify the value, place and responsibilities of para-professionals in a differentiated teaching staff
- 7) develop his maximum potential through the provision of a succession of planned and guided experiences

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 342, 360, 365, 449, 459, 490C.

Specialized subject matter: Art 331; Education 317, 319, 341, 355, 456, 458; Health and Physical Education 320, 331.

Approved Program in Middle Childhood Education

Students completing the Middle Childhood Education Major will:

- 1) demonstrate knowledge of middle grade learners in actual learning situations
- 2) identify appropriate instructional strategies and created environments to meet the social, emotional, physical and academic needs of individual children and small groups of children with diverse cultural backgrounds
- 3) understand research, professional practices, issues, trends and literature essential for effective teaching throughout the teaching field — with special emphasis on the middle grades (4-8)
- 4) understand diagnostic tools and approaches necessary for assessing needs of individual students, planning to meet those needs, and evaluating individual growth
- 5) be aware of need to modify instruction and change strategies based on the learning outcomes of previous activities
- 6) demonstrate appropriate professional traits in terms of classroom management, discipline, preparedness, and interaction with co-workers

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 363, 449, 459, 490M; Psychology 302, 304.

Core courses: Education 318, 322, 355, 455 and 457.

Specialized subject matter: A major concentration in a subject area of twenty-five quarter hours and a minor concentration in a second subject area of twenty quarter hours. Concentrations must be selected from the following; Mathematics, Language Arts, Sciences or Social Studies.

Approved Programs in Secondary Education

In secondary education a major is required in the chosen teaching discipline. Approved programs are listed in this catalogue under the major department. The Education Department cooperates with other departments in

counseling students about their choice of majors. The objectives for each area of specialization is listed in this catalogue under the major department.

In order to achieve the objectives, the students will take the following courses:

Professional courses: Education 199, 362, 449, 459, 490S; Psychology 302, 304.

Additionally, a method's course, taught by the Department in which a student is majoring is required. Education 355 is required for English certification.

Courses in English: All courses required for the major.

Courses in secondary science (Biology): Biology 101, 102 and 40 additional hours of Biology approved by the major adviser; Chemistry 101, 102, 351 and 352; Physics 101, 102 and 125; Math through 111 or 122 and 314 or 316; Biology 312. This program satisfies the requirements for a major in Biology.

Courses in secondary science (Chemistry): Chemistry 101, 102, 301, 311, 351, 352, 353, and 15 additional hours in Chemistry; fifteen hours of Biology; Computer Science 163; fifteen hours of Physics; Mathematics 316 (or 314); and Chemistry 312. This program satisfies the requirements for a B.A. major in Chemistry.

Courses in History: History 101, 102, 111, and 112; two courses from 307, 308, 310 and from 330, 331, 332, 372, 374, 375; History 490, Senior History Seminar; History 360, Social Science Methods and three additional courses at the 300 level in History. One 300 level course in two of the following areas: Economics, Sociology, Political Science. The Department strongly recommends that students seeking certification select History 315 and 306, and Geography 180 as electives and background for the Georgia Teacher Certification Test.

Courses in Mathematics: Mathematics 122, 123, 124, 306, 310, 316, 322, 333, 335, 340, plus two additional mathematics courses as approved by the department chairman. Also, Computer Science 151 and 163 are required.

Approved Program in Art Education

The Art Education curriculum is designed to meet the State of Georgia requirements for kindergarten through twelfth grade teacher certification in art.

The objectives for students who complete the approved program in Art Education are:

- 1) to be competent in a wide range of expressive media and have an understanding of the traditions of particular media
- 2) to be aware of and be able to present the means, through visual expression, to humanize a growing technological society
- 3) to be sensitive to a wide array of visual expression and be able to relate historically, culturally, and ethnically to various forms of image, symbol and representation

- 4) to be cognizant of various methodologies for teaching art and be able to discern the best methods for diverse teaching requirements
- 5) to present art and art-related activities as vocational and avocational objectives
- 6) to be teachers who are themselves practicing artists and active in promoting the visual arts in their communities.

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 362, 449, 459; Psychology 149, 302, and Art 171, 172, 173, 180, 312, 321, 323, 331, 490.

CAREER OPTIONS

Students who complete an Education Major should be well-prepared to teach in their chosen fields as well as pursue an advanced degree. Education Majors have many career options. Some jobs taken by recent graduates include management and supervisory positions in business and industry, flight attendants, travel agents, day care directors, and teachers and directors of church related pre-school programs.

Course Descriptions

199. Introduction to Education. (5)

An introduction to the field of education.

Prerequisite to all other education courses.

***317. Science for Early Childhood Teachers. (5)**

An introduction to the process of concept formation in science for the pre-school child by means of science observations and explanation of the natural world.

***318. Science in the Middle School. (5)**

An introduction to the major ideas and accomplishments in all fields of science, with particular reference to the needs of science, with particular reference to the needs of the middle childhood teacher.

319. Mathematics for Early Childhood Teachers. (5)

A study of mathematical concepts unique to early childhood education.

Prerequisite: Mathematics 111 or 122 or permission of adviser.

322. Mathematics for Middle School Teachers. (5)

A study of mathematical concepts unique to middle school education and effective techniques and procedures of instruction.

Prerequisite: Mathematics 111 or 122 or permission of adviser.

341. Early Childhood Music and Creative Activities. (5)

Selection and presentation of activities for young children in art, music, science, literature, and related fields which aid in the development of cognitive competency.

342. Child Development. (5)

Basic principles of child growth and development from birth to 9 years. Studies theories of child development; and physical, cognitive, language, and social development. Special emphasis on impulse control, ego development, and discipline techniques for young children.

***355. Teaching of Reading. (5)**

Foundations course for the teaching of reading. Examines teaching strategies, different approaches to reading, assessment procedures, and classroom organizational patterns in terms of their effect upon the child's expected course of reading development. Emphasis on diagnosis of reading problems, prescription for their remediation, and strategies for implementation. Field experience required.

***360. Early Childhood Curriculum and Methods. (5)**

Considers theories, values, and practical aspects of curriculum development. Explores the use of planning tools, assessment techniques, learning objectives, and taxonomies. Studies methods of classroom procedure, functional units, use of various types of media, and evaluation of pupil growth. Field experience in grades K-4 required.

Prerequisite: Education 449 or permission of instructor.

***362. Secondary Curriculum and Methods. (5)**

A general methods course for prospective secondary teachers. Appropriate specific subject-matter, problems of curricula, classroom management, supervised study, and observation in public secondary schools.

Prerequisite: Education 449 or permission of instructor.

***363. Curriculum in the Middle Schools. (5)**

A course for Middle Education majors dealing with basic principles of curriculum development. Supervised observation in middle childhood classrooms.

Prerequisite: Education 449 or permission of instructor.

365. Practicum in Early Childhood Development. (5)

Focuses on children and families in a multicultural, multiracial, multiethnic American society with a particular emphasis on development of children as growing human beings. Examines strategies for working with parents and providing parent education. Field experience required.

Prerequisite: Education 342

372. Methods of Classroom Management. (5)

A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems.

449. Microteaching Using Media. (5)

The theory, preparation, and utilization of multi-sensory aids. Instructional aids will be the basis for student conducted micro teaching.

***455. Language Arts in the Middle School. (5)**

A course dealing with methods of teaching the language arts skills with emphasis on listening, speaking, writing and reading competencies.

***456. Children's Literature and Language Arts. (5)**

A course dealing with basic approaches and competencies in the teaching of children's literature and language arts skills.

***457. Social Studies in the Middle School. (5)**

Objectives, methods, content, and materials in middle school social studies programs.

***458. Social Studies in the Elementary School. (5)**

Objectives, methods, content, and materials in elementary school social studies programs.

459. Introduction to Pupils with Special Needs. (5)

A study of identification and diagnostic techniques for teachers as related to areas of exceptionality among students and of alternative styles of teaching to meet special needs.

†490C. Early Childhood Student Teaching. (15)

Prerequisites: September Experience, senior status; and approval of the Chairman of the Education Department.

†490M. Middle Childhood Student Teaching. (15)

Prerequisites: September Experience, senior status; and approval of the Chairman of the Education Department.

†490S. Secondary Student Teaching. (15)

Prerequisites: September Experience, senior status; and approval of the Chairman of the Education Department.

*Restricted to Education Majors.

English Language and Literature

INTRODUCTION

The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands: English for foreign students; journalism; business and technical writing; English literature, American literature, and continental literature in translation; freshman composition; and basic review. The aim of the Department is to teach proficiency in the use of the English language and to acquaint students with the best of their literary heritage. In our decade of increased specialization and highly restricted curricula for future lawyers, physicians, engineers, and business executives, it is misleading to assume that the student interested in language and literature has no career options outside the field of education. While many dedicated people find teaching to be a satisfying livelihood, there is documentary evidence "that training in English and literature, particularly at the college level, is invaluable preparation for futures in four outstanding professional areas: law, medicine, business and federal service" (See *English: The Preprofessional Major* by Linwood Orange. This pamphlet, published in its fourth edition by the Modern Language Association of America, 1986, is available in the LC Department of English and in the Office of Admissions.).

The Department of English Language and Literature has established a Writing Center which is located in Banks Library. This center serves the college community by providing advice and critique for student papers. The center is directed by qualified professionals who direct the upperclass students serving as writing peers or writing fellows. The hours of the center are posted.

OBJECTIVES

All students at LaGrange College must take courses in basic composition and in literature. The primary objectives are for all students to

- (1) demonstrate proficiency in expository writing with standard English grammar, punctuation, and usage.
- (2) demonstrate proficiency in critical reading.
- (3) demonstrate ability to assimilate, organize, and develop ideas logically and intelligently.
- (4) understand rudiments of research-based writing.
- (5) become acquainted with the best of Western society's literary heritage.

Either English 104 or 105 is a prerequisite to the major in English, which consists of English 302 (Advanced Grammar), English 335 (Shakespeare), and nine additional courses at 300-level or above. English 302 and 335 are offered once each year. Other courses are offered on an alternating basis so that a major-level student has a balanced but wide selection from which to choose his nine "elective" courses.

ACCOMPLISHMENT OF OBJECTIVES

For the major and non-major, each student will pass 3 courses in Reading and composition, demonstrating competent reading and writing skills (See "Objectives" on previous page).

Additionally for the English major, there will be an exit examination to be completed before the student is eligible for graduation. During the junior year each student must take the ETS Major Field Achievement Test in Literature in English. At least one quarter prior to graduation each student is required to take the ACAT for Literature in English.

Course Descriptions

010. English for International Students I. (12) with lab Fall.

A course to introduce students to American culture and to familiarize them with principles of grammar, syntax, and paragraph writing. A laboratory, equivalent to two (2) hours credit, will emphasize auditory perception, vocabulary comprehension, and oral conversation.

011. English for International Students II. (5) Winter.

A continuation of Eng 010 with emphasis on oral conversation and extended writing assignments, organizing the material in standard rhetorical patterns.

100. English Review. (3) (On demand)

Reading practice, sentence and paragraph writing, and review of grammar and mechanics.

101. Readings and Composition I. (3) Fall, Winter, Spring.

Effective expository writing, with the reading of selected prose. A review of grammar is included.

Prerequisite to all higher-numbered English courses.

102. Readings and Composition II. (3) Fall, Winter, Spring.

A continuation of English 101, with reading selections from poetry and the short story.

Prerequisite to all higher-numbered English courses.

103. Readings and Composition III. (3) Fall, Winter, Spring.

Advanced expository writing, with the addition of the term report. Readings in the humanities, the natural sciences and technology, and the social sciences.

Prerequisite to all higher-numbered English courses.

104. English Literature I. (5) (On demand)

An examination, in historical context, of selected masterpieces of English literature from *Beowulf* to the eighteenth century.

Prerequisite: This course or English 105 prerequisite to all 300-level English courses.

105. English Literature II. (5) (On demand)

The works of British writers of the Pre-Romantic, Romantic, and Victorian periods.

Prerequisite: This course or English 104 prerequisite to all 300-level English courses.

106. Masterpieces of American Literature I. (5) (On demand)

A study, in historical context, of selected masterpieces of American literature to 1865.

107. Masterpieces of American Literature II. (5) (On demand)

A study of selected masterpieces of American literature from 1865 to the present.

108. Backgrounds of World Literature. (5) (On demand)

The reading and examination of selected literature in translation from the Classical to the Modern.

151. Journalistic Writing. (2) (On demand)

An introduction to basic types of writing for newspapers and magazines: news, feature, interview, review, and editorial. Assignments directed toward possible publication in area newspapers. May be repeated for credit.

151X. College Newspaper Journalism. (1) (On demand)

A workshop for preparation and publication of *The Hilltop News*. May be taken independently of English 151 and repeated for credit.

153. Business and Technical Writing. (5) (On demand)

A study of the basic skills needed to prepare business letters and technical reports, with significant attention to a review of the fundamentals of English grammar.

255. 256. Writing About Film. (3 credit hours each) (On demand)

A film authors series, emphasizing important foreign and American films and approaches to writing about them.

300. Methods of Teaching English in the Secondary School. (5) (On demand)

A course dealing with the basic approaches and practical competencies in the teaching of language skills and literature.

302. Advanced Grammar. (5) Winter.

An intensive analysis of the traditional approach to grammar with attention to historical origins and an examination of structural and transformational-generative variations in the analysis of grammar. Required for the major in English.

310. Creative Writing. (5) (On demand)

Practice in imaginative writing — poetry and fiction. Analysis of some professional writing, but emphasis on student work.

311. Advanced Literary Theory and Composition. (5) (On demand)

An introduction to literary theory and analysis of fiction and poetry.

313. Continental Backgrounds. (5) (On demand)

An examination of major classics, in modern translation, of Greek, Roman, Medieval, and Renaissance literature to about 1616.

314. Masterpieces of Continental Literature. (5) (On demand)

Major European classics of fiction from the Renaissance through the nineteenth century.

315. Contemporary Latin American Literature. (5) (On demand)

A survey of Latin American prose and poetry since 1945, including writers from Mexico, Brazil, Colombia, Chile, and Guatemala.

320. The Age of Chaucer. (5) (On demand)

A survey, mostly in Middle English, of English literature to about 1500, including selected works of Chaucer.

323. History of the English Language. (5) (On demand)

The historical development of the language, a study of its structure and its relation to other tongues.

335. 336. 337. Shakespeare. (5) Spring.

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays. Required for the major in English.

340. English Literature of the Renaissance. (5) (On demand)

Renaissance English literature to about 1675, excluding Shakespearean drama.

345. Milton. (5) (On demand)

Selected poetry and prose of Milton.

350. Restoration and Eighteenth-Century English Literature. (5) (On demand)

Selected Restoration, Neoclassical, and Pre-Romantic English literature.

361. The English Novel in the Nineteenth Century. (5) (On demand)

A study of selected works of Romantic and Victorian novelists.

363. Romanticism in English Poetry. (5) (On demand)

A study of the works of selected major nineteenth century British poets, with emphasis upon lyric verse.

370. Modern British Literature. (5) (On demand)

The poetry of Hopkins, Hardy, Housman, Eliot, and Yeats; fictional prose since Hardy.

391. American Literature I. (5) (On demand)

Major Romantic writers of the United States through Whitman and Dickinson.

392. American Literature II. (5) (On demand)

Major writers of the Realistic and Naturalistic movements in the United States.

393. American Literature III. (5) (On demand)

Major writers of the United States since World War I.

394. Southern Literature. (5) (On demand)

A study of major Southern writers from about 1815 to the present.

General Science

The General Science courses are service courses for all academic areas of the College. Those students desiring to fulfill the 10-hour Science requirement in the General Education Curriculum should take GSc 101 and GSc 102 in sequence. Those fulfilling the 5-hour additional option may take either GSc 101 or GSc 102.

101. Earth Science I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall, Winter, Spring.

An introduction to the concepts, principles, and processes of Physical Geology, with a brief consideration of Historical Geology.

102. Earth Science II. (4 hrs. lec., 2 hrs. lab per week) (5) Fall, Winter, Spring.

An introduction to concepts, principles, and processes of Astronomy.

492. History of Science. (5) Fall, 1991.

A survey of the path taken by investigators in science through the ages and the influence of their culture on their work and thought. Primarily a library-discussion course to provide an integrated viewpoint of the various science disciplines. Normally open only to upper division science students.

Health, Physical Education, and Recreation

The curriculum in Health, Physical Education, and Recreation is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, dance, lifetime leisure pursuits, and traditional team sports. Four quarter hours of physical education activities are required. Students must select four different activities to meet this requirement. Additional hours may be elected. (NOTE: A student may take a particular activity course more than once and receive credit toward the hours needed for graduation. However, only one hour earned for that course counts toward fulfilling the physical education requirement.)

In addition, a 30-hour coursework minor in Health, Physical Education, and Recreation is available to any student. Students completing the minor in Health, Physical Education, and Recreation will (1) demonstrate knowledge of the profession of health, physical education, and recreation; (2) understand professional practices, issues, trends, and literature essential for effective teaching and coaching; (3) demonstrate appropriate professional behaviors for classroom management and/or athletic coaching. This minor is designed in consultation with the Department Head in Health, Physical Education, and Recreation.

151. Introduction to Physical Education and Recreation. (5) Fall, 1992.

Introduction to the fields of physical education and recreation.

152. Camping Activities. (2) (On demand)

Study of various camping and outing skills and activities.

153. Camp Leadership and Program. (3) (On demand)

A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

200. Community Health. (2) Winter, 1993.

An investigation of various health care programs available in the community and various health-related issues.

201. Community Recreation. (2) Spring, 1993.

An investigation of various recreation facilities available in the community.

210. Fitness for Life. (2) Fall, 1992.

A study of basic principles of physical conditioning, weight control, relaxation, and stress management. Students will have the opportunity to devise and implement a personalized fitness/weight control program tailored to individual needs and levels of fitness.

302. Organization and Administration of Recreational and Physical Education Programs. (5)
(On demand)

A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis on the selection, purchase, and care of safe equipment and facilities.

305. Psychology of Coaching. (5) (On demand)

An investigation of the techniques of coaching, with special attention given to personalities and motivations.

306. Techniques of Sports Officiating. (5) (On demand)

Techniques of officiating athletic events; knowledge of the rules of selected sports.

307. Movement Exploration. (3) Winter, 1993.

A study of the perceptual-motor development of the young child. A variety of activities to enhance this development included.

310. Skills for Teaching and Coaching Interscholastic Athletics. (5) (On demand)

Analysis of teaching skills and techniques of the different interscholastic sports in high schools.

313. Recreation Leadership. (5) (On demand)

A study of the leadership skills necessary to implement recreation programs and to conduct various recreational functions.

320. Methods in Health and Physical Education in the Elementary School. (5) Fall, 1992.

A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools.

321. Methods in Health and Physical Education in the Secondary School. (5) Winter, 1993.

A study of the objectives, materials, activities, and curricula appropriate for secondary school physical education and health. Supervised observation in the secondary schools.

330. First Aid, Safety, and Athletic Training. (5) Spring, 1993.

Examination of techniques of accident prevention and treatment of minor injuries. Practical experience with prevention and treatment of athletic injuries; certification in cardio-pulmonary resuscitation.

331. Health Education. (5) Winter, 1993.

A study of basic issues and principles in health. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, drug and alcohol education.

340. Adapted Physical Education. (5) (On demand)

Identification of common handicapping conditions. Study and practical application of procedures, organization, materials, and activities for corrective work with individuals in the classroom setting.

350. Tests and Measurements in Physical Education. (5) Spring, 1993.

Selection, administration, and interpretation of physical measurements and tests. Principles of written and skill test construction are emphasized.

351. Sports Statistics. (5) (On demand)

The study of keeping statistical charts and various scorebooks for athletic events.

390. Seminar and Lab Practice in Physical Education or Recreation. (1-5) Fall, 1992.

Leadership experience under staff supervision; problems seminar.

400. Field Placement in Recreational Management. (5-15) (On demand)

Directed observation and participation in recreational management and supervisory situations.

Prerequisites: senior standing, recommendation by the Department Head in Health and Physical Education.

Physical Education Activities

Physical education activities may be repeated if a student has completed the general education curriculum (four different activity courses).

Dance may be used to fulfill requirements for Physical Education Activities in the General Education curriculum.

Physical Education Activities are waived for the following students:

- A. Veterans who present to the office of the Registrar official evidence of having completed the basic training program in some branch of the Armed Forces. A maximum of four physical education activity courses will be waived; one for each two months served in the Armed Forces.
- B. Transfer students who have satisfactorily completed requirements for a Junior College degree or who have satisfactorily completed four different physical education activity courses.
- C. Students who are 30 years of age or older.
- D. Married women with children.

Note: Waiver of the requirement for activity courses does not diminish the overall requirements for graduation (195 quarter hours required for a baccalaureate degree).

101. Angling. (1) Coed.

Introduction to basic techniques of bait casting, spinning, and fishing.

102. Beginning Archery. (1) Coed.

Basic competencies in archery techniques and safety with experiences in target shooting.

103. Badminton. (1) Coed.

Introduction to the skills, strategies, and rules of badminton.

104. Basketball. (1) Coed.

Basic competencies in the techniques, strategies, and rules of basketball.

105. Jogging. (1) Coed.

Participation in progressive running programs designed to increase cardiovascular endurance.

106. Folk and Square Dance. (1) Coed.

Experiences in the techniques of various forms of folk and square dancing.

107. Bowling. (1) Coed.

Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

108. Physical Conditioning. (1) Coed and Men.

Basic assessment, maintenance, and improvement of over-all physical fitness.

109. Beginning Golf. (1) Coed.

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

111. Softball. (1) Coed.

Basic competencies and knowledge of rules and strategies of slow-pitch softball.

112. Beginning Tennis. (1) Coed.

Introduction to the basic skills, strategies, and rules of tennis.

114. Volleyball. (1) Coed.

Basic competencies in the techniques, strategies, and rules of volleyball.

116. Trimnastics. (1) Women.

Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

120. Karate. (1) Coed.

Basic competencies and skills in karate techniques.

121. Bicycling. (1) Coed.

Introduction to the basic equipment, safety, and techniques of cycling including training and racing strategies. Weekend field trips.

122. Weightlifting/Plyometrics. (1) Coed.

Introduction to exercises that are geared toward increasing speed, power, and jumping ability. A basic overview of the physiological factors involved in the exercises will be included.

156. Canoeing. (1) Coed.

Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

157. Beginning Water Skiing. (1) Coed.

Extensive on-the-water experiences introduce students to the basic techniques and safety considerations of water skiing.

158. Backpacking. (1) Coed.

Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails.

159. Sailing. (1) Coed.

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities.

160. Snow Skiing. (1) Coed.

Introduction to basic techniques, safety, and equipment of snow skiing. Field trips to area ski facilities.

161. Rhythmic Aerobics. (1) Coed.

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength, and flexibility.

162. Hiking, Orienteering, and Camping. (1) Coed.

Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

163. Intermediate Water Skiing. (1) Coed.

Extensive on-the-water experiences provide the opportunity for students to increase their skill level and enjoyment of the sport of water skiing.

History

The faculty of the Department of History believe that all persons, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believe that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide each student at LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

To achieve the objective set forth above, the faculty seeks to:

- (A) provide every student with a basic understanding of the historical forces which have contributed to the development of civilization.
- (B) develop in every student an understanding and appreciation of their civilization which is a part of the world community.

The faculty of the department believe that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- (1) pursue graduate study within the discipline.
- (2) pursue a professional degree in a selected field of study.
- (3) pursue employment as a teacher in pre-collegiate education.
- (4) seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

- (A) From the general education curriculum:
His 101 and 102, World Civilization and
His 111 and 112, United States History
These are required courses for the major.

We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the general education structure.

(B) Two courses from:

His 307 Social and Intellectual History of the United States

His 308 American Diplomatic History

His 310 Constitutional History of the United States

Two courses from:

His 330 History of Rome

His 331 Middle Ages

His 332 Renaissance and Reformation

Two courses from:

His 372 Eighteenth Century European History

His 374 Nineteenth Century European History

His 375 Twentieth Century European History

His 490 Senior History Seminar is required of all majors

35 hours

- (C) An additional fifteen hours of 300- and 400-level History courses are required. The total major course requirements are 50 quarter hours credit beyond 100-level courses.

The approved program of teacher certification in history consists of History 101 and 102, 111 and 112, completion of the major, History 360 (social science methods), and the professional education sequence. All students who plan to teach should take History 315, Georgia History. Teacher certification requirements also require that at least one upper level course be completed in two of the following disciplines: political science, economics, sociology.

Success in achieving the objectives established for the major will be demonstrated as follows:

- (1) Successful completion of each major course with a grade of C or better.
- (2) Successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department.
- (3) For those seeking certification in secondary education in the social sciences, attaining a satisfactory score on the teacher criterion reference test in social sciences.
- (4) Successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major by the beginning of the winter quarter of their sophomore year. Successful completion of History 101-102 and History 111-112 before entering the major is highly desirable.

Upper level courses in history, those numbered 300 or above (with the exception of His 490) are available to all students who have successfully completed ten hours from the history offerings in the general requirements.

101. World Civilization: I. (5) Fall, Winter.

A survey course on the development of world civilization up to 1660.

102. World Civilization II. (5) Winter, Spring.

A survey course on the development of world civilization from 1660 to the present.

111. History of the United States to 1865. (5) Fall, Winter.

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

112. History of the United States, 1865 to the Present. (5) Winter, Spring.

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

201. Ideas That Changed the World. (2)

A study of contributions of eight world figures whose lives changed their society and ours.

205. Men and Movements That Shaped American History. (2)

A biographical study of American History.

306. History of the South. (5) (On demand)

Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

307. Social and Intellectual History of the United States. (5) Spring, 1994.

A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

308. American Diplomatic History. (5) Winter, 1994.

Emphasis on the procedure for developing foreign policy as well as diplomatic history. (See also Political Science 308.)

310. Constitutional History of the United States to Present. (5) Fall, 1993.

An analysis of fundamental constitutional development from 1776 to present. (See also Political Science 310.)

Prerequisites: His 111 and 112.

312. Economic History of the United States. (5) Spring.

American economic development from colonial times to the present. (See also Economics 312.)

315. Georgia History. (5) Summer.

A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State. (Students seeking teacher certification are urged to enroll.)

330. The History of Rome, 753B.C.-476A.D. (5) Fall, 1993.

This course is a comprehensive study of the history of Roman civilization from its origins in the mid-eighth century B.C. to its decline and fall in the fifth century A.D.

331. The Middle Ages, 500-1350. (5) Winter, 1994.

This course offers a comprehensive study of the development of medieval civilization from the late fifth century to the late fourteenth century.

332. The Renaissance and the Reformation, 1350-1600. (5) Spring, 1994.

This course offers a detailed study of the civilization of Renaissance and Reformation Europe. Primary focus will be placed on the artistic and religious achievements of the period 1350 to 1600.

333. The Medieval Papacy. (5) Fall, 1992.

This course will examine the history of the papacy in the Middle Ages and its impact on medieval civilization.

334. Medieval Kings and Queens. (5) Winter, 1993.

A survey of medieval kings and queens and their influence on the development of medieval civilization.

335. Renaissance and Renascences. (5) Spring, 1993.

An examination of the great cultural revivals from the age of Charlemagne to the age of Michelangelo.

340. Russia to 1801. (5) Fall, 1993.

A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century through the reign of Paul I in 1801.

341. Nineteenth Century Russia. (5) Winter, 1994.

An examination of the Imperial Russian state during the 1801-1914 period.

343. Twentieth Century Russia. (5) Spring, 1994.

An examination of the forces which resulted in the collapse of the Russian Autocracy as well as the subsequent emergence and development of the Soviet State. (See also Political Science 543.)

360. Social Science Methods. (5) (On demand)

A general survey course in methodology for the prospective secondary teacher. (Required for students seeking teacher certification in history.)

361. History of England to 1689. (5) Fall, 1992.

The political, economic, social, and cultural history of England from 55 B.C. to 1689 A.D.

362. History of England from 1689 to the Present. (5) Winter, 1993.

The political, economic, social and cultural history of England from 1689 to the present.

372: Eighteenth Century Europe: 1660-1815. (5) Fall, 1992.

A comprehensive survey of European History from the reign of Louis XIV through the French Revolution and the Napoleonic era.

374. Nineteenth Century Europe: 1815-1914. (5) Winter, 1993.

A comprehensive survey of European History from the reconstruction of the European order in 1815 to the outbreak of World War I.

375. Twentieth Century Europe: 1914 to Present. (5) Spring, 1993.

A comprehensive survey of European History from the outbreak of World War I to the present.

378. European Diplomatic History: 1890 to the Present. (5) Fall, 1989.

A detailed examination of European international relations from 1890, the end of the Bismarckian system to the present. (See also Political Science 378.)

416. Twentieth Century America. (5) (On demand)

An intensive study of the United States during the twentieth century.

478. Contemporary Europe (5) (On demand)

An examination of European history focusing on major issues since 1945.

490. Senior History Seminar. (5) Spring.

A study of historiography and research methods and materials.

Prerequisites: Senior History Major or permission of the professor and the Chairman of the Department. This course may only be attempted twice.

Mathematics

The goal of the mathematics department is to help students become critical thinkers and effective problem solvers while they are mastering a certain body of mathematical knowledge.

Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. Students who complete the Bachelor of Arts degree usually seek careers in areas such as banking, general business, and secondary education.

A more in-depth degree is earned by students in the Bachelor of Science program. Students who complete the Bachelor of Science degree usually enter graduate schools or pursue industrial positions.

The specific objectives for the respective degrees are as follows:

The Bachelor of Arts Degree

1. Illustrate the concepts of function, limit, and continuity
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus
3. Apply concepts and techniques of calculus to analyze functions and solve problems
4. Develop the concepts of sequences and series
5. Employ the concepts and properties of two- and three-dimensional spaces
6. Illustrate the process of measurement
7. Employ the standard algorithms using properties of the number systems involved
8. Develop appropriate models
9. Develop problem-solving strategies
10. Apply the concepts and skills of programming in solving problems
11. Illustrate and analyze a wide variety of mathematical applications
12. Describe data and make appropriate inferences

Students develop these competencies by pursuing the following course requirements for the Bachelor of Arts degree in mathematics:

Mathematics 122, 123, 124, 322

Mathematics 306, 316, 333, 335, 380

plus three additional courses selected from Mathematics 305, 310, 323, 324, 334, 340, 342, 343 and 344, as approved by advisor.

The support courses required are Computer Science 151 and 163.

Students who earn the Bachelor of Arts degree in mathematics will have demonstrated their attainment of the specific objectives by satisfactory performance on the Mathematics subject test of the Graduate Record Examinations.

The Bachelor of Science Degree

Students who earn the Bachelor of Science degree in mathematics will be able to:

1. Illustrate the concepts of function, limit, and continuity
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus
3. Apply concepts and techniques of calculus to analyze functions and solve problems
4. Develop the concepts of sequences and series
5. Employ the concepts and properties of two- and three-dimensional spaces
6. Illustrate the process of measurement
7. Employ the standard algorithms using properties of the number system-involved
8. Develop appropriate models
9. Develop problem-solving strategies
10. Apply the concepts and skills of programming in solving problems
11. Illustrate and analyze a wide variety of mathematical applications
12. Describe data and make appropriate inferences
13. Give examples of abstract structures
14. Demonstrate theorem-proving skills in abstract algebra and real analysis.

Students develop these competencies by pursuing the following course requirements for the Bachelor of Science degree in mathematics:

Mathematics 122, 123, 124, 316, 322, 323, 333, 334, 335, 342, 343, 380, plus one additional course selected from Mathematics 305, 306, 324, 344, and 410

The support courses are:

Physics 121, and 122. (recommended)

Computer Science 151 and 163

Students who earn the Bachelor of Science degree in mathematics will have demonstrated their attainment of the specific objectives by satisfactory performance on the Mathematics subject test of the Graduate Record Examinations.

Students who plan to complete an approved program of teacher education must include the following courses: Mathematics 122, 123, 124, 322, 306, 310, 316, 333, 335, 340, plus two additional mathematics courses as approved by the department chairman; Psychology 149, 302, and 304; Education 199, 362, 449, 459, and 490S; Computer Science 151 and 163; and Speech 105.

A minor in mathematics consists of the following courses: Mathematics 122, plus five additional courses selected from Mathematics 123, 124, 306, 314, 316, 322, 323, 324, 333, 334, 335, 342, 343, 344, 360, and 380.

At least three of the six courses must be 300 level courses.

100. Basic Math. (3) Fall, Winter, Spring.

An overview of basic skills in mathematics including ratio and proportion, percent, use of fractions and decimals, systems of measurements and linear equations.

110. Fundamentals of Mathematics I. (5) Fall, Winter, Spring.

A study of logic, relations, functions, measurement, finite difference, systems of equations, probability, permutations, combinations, and an introduction to descriptive statistics.

111. Fundamentals of Mathematics II. (5) Fall, Winter, Spring.

A study of polynomial, algebraic, exponential, logarithmic and trigonometric function and an introduction to coordinate geometry.

Prerequisite: Mathematics 110 or two units of college preparatory mathematics.

122. Analytic Geometry and Calculus I. (5) Fall, Winter.

A study of analytical geometry, limits, continuity, the derivative with application.

Prerequisite: Mathematics 111 or three units of college preparatory mathematics.

123. Analytic Geometry and Calculus II. (5) Winter, Spring.

A study of additional topics in analytical geometry, definite and indefinite integrals, applications of integration.

Prerequisite: Mathematics 122.

124. Analytic Geometry and Calculus III. (5) Spring.

A study of differentiation of trigonometric logarithmic, and exponential functions, methods of integration, improper integrals, and polar coordinates.

Prerequisite: Mathematics 123.

152. Computer Programming I. (5) (On demand)

An introduction to computer programming.

Prerequisite: Mathematics 122.

153. Computer Programming II. (5) (On demand)

A continuation of Mth 152, with a study of problem formulation, computer simulation and solutions of numerical and non-numerical problems.

Prerequisite: Mathematics 152.

200. Metric Mathematics. (2) (On demand)

A study of measurement using the metric system.

201. Business Mathematics. (2) (On demand)

A study of mathematics applications in business.

202. Techniques of Problem Solving. (2) (On demand)

A study of problem-solving methods.

260. Plane Trigonometry. (3) Winter.

A study of trigonometric functions, radian measure, identities, logarithmic functions, inverse functions, graphs, and applications.

305. Theory of Numbers. (5) (On demand)

An introduction to number theory.

Prerequisite: Mth 122.

306. College Geometry. (5) Winter, 1993.

An introduction to non-Euclidean geometry and an extension of the Euclidean system.

Prerequisite: Mathematics 122.

310. Methods of Teaching Mathematics. (5) Fall, 1992.

A study of methods of teaching secondary mathematics effectively.

Prerequisites: Mathematics 122 and 333.

314. Statistics. (5) Spring.

A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences.

Prerequisite: Mathematics 111 or 122.

316. Probability and Statistics. (5) Spring, 1994.

An introduction to probability and statistical inference.

Prerequisite: Mathematics 122.

322. Analytic Geometry and Calculus IV. (5) Fall.

A study of indeterminate forms, vectors, solid analytic geometry, infinite series, and applications to physics.

Prerequisite: Mathematics 124.

323. Calculus V. (5) Winter.

A study of partial derivatives, multiple integrals, and vector analysis. Topics include functions of two or more variables; limits, continuity, and differentiability; directional derivatives and gradients; tangent planes; maxima and minima of functions of two variables; Lagrange multipliers; double and triple integrals with geometric and physical applications; vector fields; line and surface integrals; Green's Theorem.

Prerequisite: Mathematics 322.

324. Differential Equations. (5) Spring.

A study of first and second order differential equations with applications, numerical methods, and solution in series.

Prerequisite: Mathematics 323.

333. Modern Algebra I. (5) Spring, 1993.

An introduction of modern abstract algebra.

Prerequisite: Mathematics 123.

334. Modern Algebra II. (5) Fall, 1993.

A continuation of Modern Algebra I.

Prerequisite: Mathematics 333.

335. Linear Algebra. (5) Spring.

An introduction to linear algebra and matrix theory.

Prerequisite: Mathematics 333 or permission of instructor.

340. History of Mathematics. (5) Spring, 1994.

An historical development of mathematical concepts.

Prerequisite: Mathematics 123.

342. Complex Variables. (5) Spring, 1993.

An introduction to complex variables.

Prerequisite: Mathematics 322.

343. Analysis I. (5) Fall, 1992.

An introduction to real analysis.

Prerequisite: Mathematics 322.

344. Analysis II. (5) (On demand)

A continuation of Analysis I.

Prerequisite: Mathematics 343.

356. Algebra for Elementary Teachers. (5) Spring, 1993.

A study of special topics in algebra relevant to elementary school mathematics.

Prerequisite: Mathematics 111 or 122.

357. Geometry for Elementary Teachers. (5) Spring, 1994.

A study of special topics in geometry relevant to elementary school mathematics.

Prerequisite: Mathematics 111 or 122.

359. Problem Solving in School Mathematics. (5) (On demand)

Skills and strategies for solving mathematical problems are developed.

360. Finite Mathematics. (5) Winter.

A study of finite mathematics with business applications.

Prerequisite: Mathematics 111 or 122.

380. Discrete Mathematics. (5) Winter, 1993.

An introduction to discrete mathematics. Topics include set theory, combinatorics, recurrence relations, linear programming, and graph theory.

Prerequisite: Mathematics 122.

410. Numerical Methods. (5) (On demand)

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations and least-squares.

Prerequisites: Mathematics 124 and Computer Science 199.

Library Science

No major nor minor program is offered in Library Science.

Course Description

200. Library Orientation and Research. (2)

A systematic introduction to the William and Evelyn Banks Library including the cataloging system, database research capabilities and other components of academic libraries.

Modern Foreign Languages

INTRODUCTION

Modern Foreign Languages are offered at LaGrange College in order to assist students in dealing with and productively functioning within a world of ever-decreasing size. The introductory courses provide a beginning opportunity for the student to learn and use a language other than his/her own native tongue and to provide an understanding of the richness and diversity of another culture.

Minors are offered in French and Spanish. Upon the completion of the minor, the student should have an appropriate understanding of the four basic language skills of reading, writing, speaking, and understanding. Satisfactory performance on the ACTFL oral proficiency test in French or Spanish is a requirement for the certification of the minor.

Course Descriptions

French

101. Elementary French. (5) (On demand)

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

102. Elementary French. (5) (On demand)

A continuation of French 101.

103. Intermediate French. (5) (On demand)

A continuation of French 102 with additional readings.

110. Introduction to French Culture. (5)

A course designed to create intercultural understanding through the study of French history and achievements in the arts and sciences and a consideration of modern life in France. This is a contractual option for general education limited to the non-traditional student.

121. Introduction to French Civilization. (5) (On demand)

A study of the art, literature, history, and anthropology of France designed to increase reading comprehension and speed.

Prerequisite: Consent of instructor. *This course, French 103, or consent of instructor prerequisite to all 300-level French courses.*

199. French Travel Seminar. (5) (On demand)

A travel-study seminar composed of preliminary academic study and cultural contact with French history and contemporary French life through a program conducted in Paris, the Loire Valley, Normandy, and the South region of France. Some knowledge of French desirable. Students with proficiency in French must conduct their academic work in the language.

300. French Conversation and Composition. (5) (On demand)

A course stressing practice in speaking and writing French. Not open to students fluent in French.

301. Survey of French Literature I. (5) (On demand)

A study of major writings from the Middle Ages through the eighteenth century.

302. Survey of French Literature II. (5) (On demand)

A continuation of French 301, covering the nineteenth and twentieth centuries. May be taken before, or without, French 301.

311. Lectures Expliquées. (5) (On demand)

A study of selected materials from various genres reflecting the history and culture of France.

321. French Phonetics. (5) (On demand)

A study of French sounds with intensive drills in pronunciation. Not open to student fluent in French.

German

101. Elementary German. (5) (On demand)

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

102. Elementary German. (5) (On demand)

A continuation of German 101.

103. Intermediate German. (5) (On demand)

A review of grammar and syntax with practice in reading selected texts.

121. Introduction to German Civilization. (5) (On demand)

A reading course designed to improve the student's proficiency in German through a study of history, literature, and culture.

This course, or consent of instructor, prerequisite to all 300-level courses.

300. German Conversation and Composition. (5) (On demand)

A course stressing practice in speaking and writing German. Not open to students fluent in German.

301. Selected Readings in German Literature I. (5) (On demand)

A study of selected readings in German fiction, poetry, and drama.

302. Selected Readings in German Literature II. (5) (On demand)

A continuation of German 301.

Spanish

101. Elementary Spanish. (5) Fall, Winter, Spring.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

102. Elementary Spanish. (5) (On demand)

A continuation of Spanish 101.

103. Intermediate Spanish. (5) (On demand)

A review of grammar and syntax with practice in reading selected texts.

110. Introduction to Hispanic Countries and Cultures. (5)

A course designed to develop inter-cultural understanding through study of the customs, beliefs, and historical perspectives of Hispanic countries of the western hemisphere. This is a contractual option for general education only for the nontraditional student.

121. Introduction to Hispanic Civilization. (5) (On demand)

A study of the art, literature, history, and anthropology of the Spanish-speaking world.

Prerequisites: Spanish 101, 102, or consent of the instructor. This course, or Spanish 103, or consent of the instructor prerequisite to all 300-level courses.

199. Mexican Travel Seminar. (5-10) (On demand)

A travel-study seminar in cooperation with Interact Travel Seminars in Mexico to provide valuable educational experience through close contact with Mexican contemporary life and its ancient civilizations following basic preparation in history and culture. A program centered in Mexico City, Puebla, Cholula, and Taxco with Mexican and U.S. teaching staff. Some knowledge of Spanish desirable.

300. Spanish Conversation and Composition. (5) (On demand)

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

301. Survey of Spanish Literature I. (5) (On demand)

A study of major writings from the Middle Ages through the seventeenth century.

302. Survey of Spanish Literature II. (5) (On demand)

A study of representative novels, plays, and poetry from the eighteenth century through the present.

311. Lecturas Explicadas. (5) (On demand)

A study of selected materials from various genres reflecting the history and culture of Latin America.

321. Spanish Phonetics. (5) (On demand)

A study of Spanish sounds with intensive drills in pronunciation. Not open to students fluent in Spanish.

Music

A music minor is offered by the LaGrange College Music Department. It is designed to give the student a very focused and fulfilling music curriculum. The program is set up to allow the student to gain significant skill and exposure to music and to music making.

Our newly instituted Beginning Class Piano series assures that all music students will have functional keyboard and theory skills. This will allow the student to progress more quickly and successfully in the 200 and 300 level courses.

The music minor will also be able to specialize in one of four areas to further enhance their musical opportunities. The first of these four areas is the new curriculum of electronic music. This area of specialization will provide significant training in the creative and productive use of music and music technology. The other three areas that the music minor may specialize in include piano, voice, and guitar performance.

The LaGrange College Singers and the LaGrange College Wind Ensemble provide recurring performance and touring opportunities for LaGrange College students. These ensembles are open to all LaGrange College students.

The curriculum for the music minor is as follows:

Music Theory — Mus 350, 351, 352	9 credits
Ensemble — Mus 240 or Mus 241	6 credits
Major instrument* — piano, voice, guitar	6 credits
*Mus 370, and 371 may substitute for major instrument	
Electives — chosen from the following:	9 credits
201, 202, 203, 250, 251, 252, 260, 265, 270, 305, 306, 307, 338, 370, 371, 372, 373, 380.	
Total — 30 credits	

Course Descriptions

100. Music Fundamentals. (1)

This course is designed to give a student with no prior musical experience, the necessary skills to begin music study.

101. Beginning Class Piano I. (2)

Group instruction in fundamental piano skills. Emphasis on music reading and theory.

Prerequisite: Mus 100 or by placement audition.

102. Beginning Class Piano II. (2)

Continuation of Mus 101.

Prerequisite: Mus 101 or by placement.

103. Beginning Class Piano III. (2)

Continuation of Piano 102.

Prerequisite: Mus 102 or by placement.

110. Beginning Class Voice. (2)

Group instruction in vocal performance. Emphasis on basics of breathing, resonance, placement, and song preparation.

Prerequisite: Mus 100 or by placement.

111. Beginning Class Guitar. (2)

Group instruction in guitar performance. Emphasis on the basics of reading, technique, tone production and solo playing.

Prerequisite: Mus 100 or by placement.

112. Music Survey I. (5) Fall, Winter.

A survey of music from the Medieval period through the Classic period. A class.

114. Music Survey II. (5) Spring.

A survey of music from the Romantic period through the twentieth century. A class.

205. Intermediate Piano. (2)

Individual instruction in piano performance. Also includes a weekly piano seminar. May be repeated for credit. Private lessons. Placement by audition.

206. Intermediate Voice. (2)

Individual instruction in vocal performance. Also includes a weekly voice seminar. May be repeated for credit. Private lessons. Placement by audition.

207. Intermediate Guitar. (1) Fall, Winter, Spring.

Individual instruction in guitar. May be repeated for credit. Private lessons. Placement by audition.

240. Chorus. (1) Fall, Winter, Spring.

A performance organization designed to give training in choral performance. May be repeated for credit.

241. Wind Ensemble. (1) Fall, Winter, Spring.

A performance organization designed for students with previous band experience. May be repeated for credit.

250. English Diction for Stage and Song. (2)

Intensive training in phonetics and voice production to improve diction for purpose of speaking and singing. Scenes and songs will be extracted from American drama and musical theatre for study. May be repeated for credit.

Prerequisite: Have been or are presently enrolled in Mus 110, 206, 306.

251. Diction I (Italian). (2)

Study of Italian language diction for the purpose of singing. Prior knowledge of a foreign language is desirable.

Prerequisite: Mus 250.

252. Diction II (German). (2)

Study of German language diction for the purpose of singing. Prior knowledge of a foreign language is desirable.

Prerequisite: Mus 250.

253. Diction III (French). (2)

Study of French language diction for the purpose of singing. Prior knowledge of a foreign language is desirable.

Prerequisite: Mus 250.

260. Music for Children. (3)

Introduction to the techniques involved in individual and group instruction of children in the private studio. Conventional and creative methods will be explored.

Prerequisite: Mus 103 or Piano Proficiency Exam.

265. Beginning Conducting.

Conducting techniques, score reading, rehearsal techniques, and concert programming. May be repeated for credit.

Prerequisite: Mus 103 or piano proficiency.

270. Introduction to Electronic Music. (3)

Basic studio techniques, studio software, music printing software, sequencing, synthesizers, and sampling will be covered. No prior computer experience is required.

Prerequisite: Mus 103 or piano proficiency.

307. Advanced Guitar. (2)

Individual instruction in guitar performance. Also includes a weekly seminar. May be repeated for credit. Placement by audition.

305. Advanced Piano. (2)

Individual instruction in piano performance. Also includes a weekly piano seminar. May be repeated for credit. Private lessons. Placement by audition.

306. Advanced Voice. (2)

Individual instruction in vocal performance. Also includes a weekly voice seminar. May be repeated for credit.

350. Music Theory I. (3)

Common practice music theory beginning with fundamental theoretical skills: intervals, chords, melodic and rhythmic dictation, cadences, and beginning concepts of SATB voice leading. Also includes a required ear training lab.

Prerequisite: Mus 103 or piano proficiency.

351. Music Theory II. (3)

Four part writing, harmony, chord progressions, borrowed chords, four part dictation, and beginning counterpoint. Also includes a required ear training lab.

Prerequisite: Mus 350.

352. Music Theory III. (3)

Twentieth century theory to include studies in 12 tone techniques, serialism, minimalism, aleatoric, and other current trends. Also includes a required ear training lab.

Prerequisite: Mus 351.

370. Electronic Music I. (3)

Creative work in the electronic domain with an emphasis on the avant garde. Musique concrète and its application to sampling, analog and digital synthesis to include effects processing.

Prerequisite: Mus 270.

371. Electronic Music II. (3)

Continued creative work in the electronic domain with an emphasis on composite electronic media i.e. sampling, synthesis, audio recording, and real time performance.

Prerequisite: Mus 370.

372. Media Music. (2)

10 sec, 30 sec, 60 sec formats, audio/video synchronization, soundtrack production, and film scoring. Contemporary styles will be the emphasis of this course. A projects course.

Prerequisite: Mus 371.

373. Composition/Arranging. (2)

Private lessons in composition/arranging for standard performing ensembles. May be repeated for credit.

Prerequisite: Have been or are presently enrolled in Mus 350, 351, 352.

380. Special Topics.

Private instruction for advanced students in topics not otherwise covered in the music catalog. The subject matter of this course is dependent upon the approval of both the instructor and the music department chairman.

Nursing

The purpose of the LaGrange College Associate Degree program is to prepare individuals for careers in nursing within a Christian, liberal arts setting. The graduate nurse is prepared to function on a beginning level in a structured health care setting as a provider and manager of patient care, patient teacher, communicator, and member within the profession of nursing. The graduate is eligible to become licensed as a registered nurse upon successful completion of the National Council Licensing Examination (NCLEX-RN). Completion of the Associate of Arts degree provides a foundation for further studies leading to a higher degree in nursing or other areas.

Progression Requirements:

*1. Nursing courses are in sequence and a grade of C or higher must be made in each nursing course in order to successfully complete the course and continue the sequence (a C is defined as 75-79).

*2. A student who wishes to repeat a nursing course must first complete an audit of the preceding nursing course. For successful completion of audit, the student must adhere to the regular attendance policies excepting clinical laboratory where attendance is not permitted.

*3. A student who fails to earn a C or higher more than once in any of the clinical nursing courses is not permitted to continue in the nursing program.

4. A grade of C or higher must be earned in each required biological science course. A student who earns two final course grades of D or F in any required biological science is not permitted to continue in the nursing program.

5. A grade of C or higher must be earned in English 101, 102, and 103 in order to successfully complete the nursing program.

6. A student must successfully complete each biological science course by the prescribed quarter in order to continue in the nursing sequence.

7. All general college non-nursing courses must be successfully completed prior to the final quarter of the nursing program.

8. In order to progress to the sophomore level, a nursing student must have a 2.0 cumulative grade point average.

*1, 2, and 3 under progression requirements also apply to a student who receives a U (withdrawn failing) in a nursing course.

Graduation Requirements:

1. All curriculum requirements must be successfully completed.

2. An exit exam which covers each of the five clinical areas (Medical, Surgical, Psychiatric, Pediatric, and Maternity Nursing) will be administered to sophomore students during Spring Quarter. Each student is required to achieve a passing score in each of the five areas. Required passing scores are specified

each year by the nursing faculty. If all areas of the exit exam are not passed, the student must attend scheduled review classes and re-take the previously failed area exams. A student not passing the exit exams the second time will not be graduated at that time and must complete additional nursing studies specified by the nursing faculty. After completing the specified nursing studies, the student will be required to retake and pass the exit exams before being allowed to graduate.

Curriculum:

The seven quarter curriculum consists of 58 hours of nursing, 33 hours of the general education curriculum, and 20 hours of general college courses. The nursing program is offered on a sequential basis beginning each fall quarter and progressing from the simple to the more complex aspects of nursing. A sample course progression is as follows:

FRESHMAN

Fall	Winter	Spring
Mathematics 110*5	Nursing 1116	Nursing 1128
Nursing 110**6	Biology 1495	Biology 320 or
Biology 1485	Psychology 1495	Psychology 3025
Col 1012		English 1013
<u>18</u>	<u>16</u>	<u>16</u>
Summer		
Sociology 1465		
Bio 320/Psy 3025		
English 1023		
Computer		
Science 1632		
<u>15</u>		

SOPHOMORE

Fall	Winter	Spring
Nursing 21412	Nursing 21512	Nursing 21612
English 1033		Nursing 2172
<u>15</u>	<u>12</u>	<u>14</u>
		Total hours: 106
		Nursing: 58
		General Education: 28
		Non-Nursing 20

*A higher level mathematics course may be substituted, based on placement testing.

**Prior to entering Nursing 110, a student must present proof of current certification in basic cardiopulmonary resuscitation (CPR). Certification must be maintained throughout subsequent nursing courses.

110. Introduction to Nursing/Care of the Elderly. (4 hrs. lec., 6 hrs. lab per week) (5) Fall.

A course which includes basic concepts and skills necessary in providing patient care. Emphasis upon basic nutrition, the aging process, and introduction to communication skills and mental health concepts. Clinical emphasis upon the care of the aged.

Co- or prerequisites: Biology 148; Mathematics 110, 111, or 122.

111. Introduction to Medical-Surgical Nursing Care of the Adult. (4 hrs. lec., 6 hrs. lab per week) (6) Winter.

A course providing more advanced nursing concepts and skills. Emphasis upon basic pharmacology and the nursing process. Clinical focus upon the care of the less complex medical surgical patient.

Prerequisite: Nursing 110. *Co- or prerequisite:* Biology 149.

112. Care of the Mother and Newborn. (6 hrs. lec., 6 hrs. lab per week) (8) Spring.

A course designed to correlate theoretical knowledge of the maternity cycle and growth and development during the newborn period with clinical experiences in the care of these patients. Course content includes comprehensive care of the family during the reproductive years and of the newborn. Emphasis upon concepts, skills, and unique behavior patterns necessary to provide individualized nursing care of maternity and infant patients as well as the nurse's role as a health teacher.

Prerequisite: Nursing 111.

114. Nursing Concepts. (3) (Every other year)

A course for licensed practical nurses, designed as a transition course into the RN program. It builds upon previous learning of the LPN, extending knowledge of basic nursing concepts. Emphasis is placed on integration of learning within the nursing process and on communication theory. [Note: Successful completion of Nursing 114 exempts LPN students from Nursing 110 and Nursing 111.]

Prerequisites: Mth 110, Bio 148, Col 101; *Co- or prerequisites:* Bio 149, Psy 149.

214. Care of the Adult and Child I. (8 hrs. lec., 12 hrs. lab per week) (12) Fall.

A sequence of instructional courses with planned clinical experiences in meeting the medical, surgical, and psychological needs of adults and children. Concepts of pharmacology, nutrition, patient education, growth and development and psychomotor skills are integrated throughout.

Prerequisite: Nursing 112.

215. Care of the Adult and Child II. (8 hrs. lec., 12 hrs. lab per week) (12) Winter.

A continuation of Nursing 214. Increasing knowledge and skills required for the care of the hospitalized patient. Clinical emphasis is directed toward care of patients of all ages with multi-system medical-surgical and/or psychosocial problems.

Prerequisite: Nursing 214.

216. Care of the Adult and Child III. (5 hrs. lec., 21 hrs. lab per week) (12) Spring.

A continuation of the study and care of hospitalized children and adults with multi-system problems. Emphasis upon self-direction, management of the care of groups of patients, and transition to the graduate nurse role.

Prerequisite: Nursing 215.

217. Nursing Seminar. (2) Spring.

A study of issues and trends in nursing practice, with emphasis on the legal, ethical, and professional responsibilities of a registered nurse.

Prerequisite: Nursing 215. *Corequisite:* Nursing 216.

Philosophy

No major program is offered in philosophy. Please see the section on Religion.

149. Introduction to Philosophy. (5) (On demand)

A survey of the major fields of thought involving those principles which are basic in the making of man's culture and history.

301. History of Philosophy I. (5) Fall, 1993.

A historical survey of Greek, Roman, and Medieval philosophy.

302. History of Philosophy II. (5) Winter, 1994.

A historical survey of the philosophies of the Renaissance, the Enlightenment, and modern times.

303. History of Philosophy III. (5) (On demand)

A study of some contemporary movements in philosophy.

366. Philosophy of Religion. (5) Spring, 1994.

An investigation of the persistent problems of mankind in philosophy and religion.

Physics

INTRODUCTION

The physics curriculum at LaGrange College serves two basic purposes:

- 1) an introduction to the physical sciences suitable for the General Requirements of the college which is oriented towards developing problem-solving and reasoning skills
- 2) support courses for programs in Mathematics, Chemistry, Biology, Computer Science, Dual-degree in Engineering, Pre-Medicine, Pharmacy and Education

Course Descriptions

101. Introductory Physics I. (4 hrs., lec., 2 hrs. lab per week) (5) Fall.

An introduction to elementary kinematics, dynamics, energy, momentum, fluids, and mechanical waves.

Prerequisite: Mth 111.

102. Introductory Physics II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.

This course continues 101 and is an introduction to electric charge, Coulomb's Law, electric and magnetic fields, and thermodynamics. Lab introduces the student to electronics.

Prerequisite: Physics 101.

103. Introductory Physics III. (5)

A continuation of Physics 102, providing an introduction to geometric and wave optics, special relativity and quantum physics. Taught at a mathematics level of basic algebra and trigonometry.

Prerequisite: Phy 102.

121. General Physics I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall.

A calculus-based introduction to particle dynamics, energy and momentum conservation, and rotational dynamics, and hydrostatics.

Prerequisite: Mth 123.

122. General Physics II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.

A continuation of Physics 121 covering electricity and magnetism, heat and thermodynamics, and simple circuits. Lab introduces the students to electronics.

Prerequisites: Physics 121, Mth 124.

123. General Physics III. (5)

A continuation of Physics 122, providing an introduction to geometric and wave optics, special relativity and quantum physics. Taught at a mathematics level of calculus.

Prerequisite: Phy 122.

201. Modern Electronics Lab I. (2)

A "hands-on" approach to electronics designed to provide experience of use to students in the sciences. Topics include diodes, transistors, and basic applications of these circuit elements.

Prerequisites: Phy 102 or Phy 122.

Political Science

Introduction

The political science program offers liberal arts students an opportunity to develop their capacity to analyze and interpret the significance of political events and governmental processes. Students majoring in political science are prepared for careers in fields such as law, business, public administration, teaching, criminal justice, and journalism.

Objectives

Students majoring in political science at LaGrange College will acquire basic knowledge of these areas:

1. The values, processes, and institutions that affect collective decision-making and contemporary politics in the United States.
2. The comparative analysis of the values, processes, and institutions that affect collective decision-making and contemporary politics in the United States and other countries.
3. The relations between and among states, especially those affecting international conflict and international cooperation.
4. The ethical dimensions of public policy issues, political practices, and constitutional and legal questions.

Students majoring in political science at LaGrange College also will acquire the basic skills necessary to comprehend and perform modern political analysis. These include:

1. Ability to analyze the foundations of and differences between normative and empirical inquiry.
2. Knowledge of the basic elements of research design and methods in normative, empirical, and historical studies of politics.
3. Knowledge of basic data management and analysis and of the use of computers in political research.
4. Ability to convey findings in both written and oral presentations.

Course of Study

The program in political science offers both a major and minor course of study in political science. The program's major requires a mix of both general education and departmental courses. Those planning to pursue a major in political science are encouraged to declare so by the beginning of the second quarter of their sophomore year.

For a Major in Political Science:

1. Demand Sequence from the General Education Curriculum

Political Science 101 United States Government

History 101 World Civilization

History 102 World Civilization

History 111 United States History

History 112 United States History

Economics 101 Contemporary Economic Issues

Those intending to major in political science must complete Political Science 101 before attempting any courses in the program demand sequence. Potential majors are encouraged to select Economics 201 and 203, Psychology 149, and Sociology 146 to fulfill their general education requirements.

Total demand hours: 30

2. Demand Sequence from the Program in Political Science

Political Science 300 Behavioral Statistics

Political Science 304 Comparative Politics

Political Science 310 Constitutional History of the United States

Political Science 380 International Politics

Political Science 451 Selected Topics in Political Science

Majors must also complete an additional twenty-five (25) hours of elective courses chosen from the two, three, and four hundred level courses listed for the program in this catalog.

Total demand hours: 50

For a Minor in Political Science

A minor in political science may be earned by taking thirty (30) hours of elective courses approved by the program faculty. Students minoring in political science must take Political Science 101. At least fifteen (15) hours of the elective courses must be in 300-level courses.

Assessment of Objectives

Assessment of the objectives of the program in political science is based on successful completion of each major course with a grade of C or better and successful completion of Political Science 451: Selected Topics in Political Science. Political Science 451 includes completion of a major research project and presentation of the resulting paper to interested faculty and students. To enroll in Political Science 451, students must have completed Political Science 300, 304, 310, 380 and an additional fifteen (15) hours of elective courses in the program demand sequence or have received the permission of program faculty and the chairman of the department. This course may only be attempted twice.

Special Opportunities

The program in political science supervises a variety of internships in local, state, and national government. Students interested in pursuing one of these opportunities should consult with the program faculty.

Students wishing to combine studies of political science and criminal justice may easily pursue a minor course of study in criminal justice. The faculty of the two programs should be consulted to insure that requirements for both will be met.

Course Offerings

101. United States Government. (5)

An introductory course on the U.S. political system through an analysis of historical and contemporary issues and events. The course focus is on governmental institutions and public policy.

200. Introduction to Political Science. (5)

An introductory course which focuses on the nature of the discipline of political science and which deals with the ways political scientists study politics through an overview of the major topics of the discipline.

201. State and Local Government. (5)

An analysis of the partners in federalism with emphasis on Georgia state and local governments, as well as the Georgia Constitution.

300. Behavioral Statistics. (5)

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences. (See also Psy 303.)

302. Social Change. (5)

An examination of the processes determining social change. (See also Sociology 302.)

304. Comparative Politics. (5)

An examination of the processes and forms of government and politics from a comparative perspective.

308. American Diplomatic History. (5)

An emphasis upon the procedure for developing foreign policy as well as diplomatic history. (See also History 308.)

309. Public Administration. (5)

An introduction to public administration in the United States. (See also Sociology 309.)

310. Constitutional History of the United States to the Present. (5)

An analysis of fundamental constitutional development from 1776 to the present. (See also History 310.)

Prerequisite: History 111-112.

320. States and Politics in Sub-Saharan Africa. (5)

A comparative study of the political systems of Sub-Saharan African nations. Topics considered include: basic comparative theory; modern history of Sub-Saharan Africa; political systems of selected states; and the interaction of political and economic factors in the region.

Prerequisite: PSc 304 or consent of instructor.

325. International Economics. (5)

A study of the different theories of international trade and evaluation of the effects of regional economic integration and restrictions to world trade. An examination of the mechanisms of international payments, the foreign exchange markets and balance of payments adjustments under different exchange rate systems.

Prerequisite: Eco 201, 203, or consent of instructor.

330. American Judicial Institutions. (5)

A study of the judicial institutions of the United States. Topics considered include: the structure and powers of national and state courts, judicial procedure, judicial politics, court administration, and policy formation by judicial institutions.

Prerequisite: PSc 101, or consent of instructor.

332. Public Finance. (5)

Analysis of the impact of governmental expenditures, taxation and credit upon production and the distribution of income. Examination of the structures of the federal, state and local tax systems.

Prerequisites: ECO 201, 203, or consent of instructor.

340. Themes in Political Philosophy. (5)

An introduction to the basic ideas of Western philosophy. Topics considered include: the social and historical context of political theory; the development of major ideas in political philosophy; critical analysis of important works; and the relation of political theory to contemporary politics.

342. Government and Business. (5)

A study of the interrelationships between the public and private sectors — the relationship between government and business, between government and labor, and government and agriculture. An examination of the reasons for, and the development of legislation, and case law relating to the relationship between the public and private sectors. A study of the rise of administrative law, and the regulatory agencies.

Prerequisites: Eco 201, 203, or consent of instructor.

378. European Diplomatic History: 1890 to the Present. (5)

A detailed examination of European international relations from the end of the Bismarckian political system to the present. (See also History 378.)

380. International Politics. (5)

A survey of the discipline of international relations focusing on the functions and processes of inter-state relations.

400. Political Science Internship. (5-15)

Available to selected students to provide an opportunity to work in a governmental agency or setting.

451. Selected Topics in Political Science. (5) Annually

A seminar course on a major subject of national or international concern based on individual research and assigned readings.

Psychology

INTRODUCTION

The goal of this department is to acquaint the student with basic principles of behavior and the research methods necessary to understand them.

OBJECTIVES

A student who graduates from LaGrange College with a major in psychology will:

1. recognize the importance of an *EMPIRICAL* approach in attempting to understand behavior.
2. be familiar with the concepts, terms, and explanatory principles characteristic of the following theorists: Freud, Rogers, Maslow, Bandura, Allport, Erikson, Piaget, Thorndike, Pavlov, Guthrie, Watson, Hull, Tolman, Skinner, and Kohlberg.
3. be able to evaluate *CRITICALLY*, through application of the principles of logico-empirical science, the various theorists listed above.
4. be able to identify and discuss examples of the major "types" of learning, to wit: classical, operant, observational, information processing.
5. be familiar with generalizations regarding physiological correlates of behavior.
6. be familiar with the major historical developments in psychology.
7. be familiar with the terminology of the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-III-R, 1987).
8. be familiar with the different theoretical approaches (including the psychoanalytic, the humanistic, and social learning-behavioral) in the description, etiology, and therapy of behavioral disorders listed in DSM-III-R.
9. be able to list and discuss the various objective and projective personality assessment techniques including the Rorschach and Holtzman inkblots, the Thematic Apperception Test, the MMPI, the Q-sort, the 16-PF, behavioral interviews, behavioral sampling, behavior survey schedules, the Taylor Manifest Anxiety Scale, The Manifest Hostility Scale, and the Buss-Durkee Hostility Inventory.
10. recognize the basic philosophical (e.g., What is personality?) and methodological issues in psychological research.
11. be familiar with the sections of an APA style research report including the kinds of information typically found in each.

12. be familiar with the standard procedures for summarizing data, including the construction of frequency tables, the calculation of measures of central tendency (means, medians, and modes), calculation of measures of dispersion (range, variance, and standard deviation), and correlation coefficients.
13. be familiar with the logic of hypothesis testing including the statement of research and statistical hypothesis, the notion of Type I and Type II errors, the power and efficiency of a statistical test, and the major inferential techniques used in psychology (especially t tests, analysis of variance, and chi-square).
14. recognize the concepts and principles of psychology as exemplified in everyday situations.

A major in psychology consists of 60 quarter hours (12 courses) beyond the introductory course (PSY 149). Forty of these hours come from the categories below.

Methods (Both Required — See Note 1 Below)

PSY 298, PSY 299

Experimental Content (Select Two)

PSY 455, PSY 465, PSY 470

Social/Personality/Developmental Content (Select Three — See Note 2 Below)

PSY 321, (PSY 302 or PSY 358), PSY 350, PSY 460

Advanced Special Topic (Required — See Note 3 Below)

PSY 480

Notes:

1. Since this department views psychology as a research based discipline, it is strongly recommended that the student complete PSY 298 and PSY 299 as soon as possible after the major is declared.
2. Students may take either PSY 302 or PSY 358 but not both to satisfy this requirement. If a student takes both, one course counts toward the 20 hours of major electives.
3. PSY 480 will be offered once per year and will involve advanced study of a specialized topic. Topics will vary from year to year.
4. PSY 149, Introduction to Psychology, is the prerequisite to all 200 level and above psychology courses. Some courses have other prerequisites.

Major Electives

An additional 20 hours of major courses will be selected by the student. A student may select any 300 or 400 level psychology course beyond those counted in the required areas. Up to three courses selected from SOC 147, SOC 300, SOC 308, & BIO 148 may be applied toward the major with the approval of the advisor.

Assessment

The accomplishment of the psychology objectives will be demonstrated by obtaining an acceptable score on a test administered by the department. Normally, this test will be given during the student's final quarter at LaGrange College.

Career Options

Students who complete the major in psychology have many career options. Psychology is a very broad field which overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social service, counseling, and psychology.

Miscellaneous

No course with a grade below C may be applied toward a psychology major.

It is strongly recommended that a psychology major complete the Biology 101-102 sequence to satisfy the science portion of the general requirements.

A maximum of 10 hours of special topics courses may be applied to the Psychology Major.

COURSE DESCRIPTIONS

149. Introduction to Psychology. (5) Fall, Winter, Spring.

A survey of major topics in psychology including basic neuroanatomy, motivation, learning, perception, personality and abnormal behavior.

Prerequisite to all 200- 300- and 400-level psychology courses.

298. Behavioral Statistics. (5) Fall.

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

299. Research Methods. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

Prerequisite: Psychology 298 or consent of professor.

302. Human Growth and Development. (5) Fall, Winter, Spring.

A study of normal life beginning with conception. Important developmental phenomena are considered in the light of several major developmental theories.

304. Educational Psychology. (5) Fall, Spring.

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

321. Social Psychology. (5) Fall.

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

330. History and Systems of Psychology. (5) (On demand)

A study of the historical background of psychology, with emphasis upon the major schools of thought.

341. Human Sexuality. (5) (On demand)

A research based study of the important issues in human relationships and sexuality.

350. Abnormal Psychology. (5) Fall, Spring.

A survey of the causes, characteristics, and current theories and treatments of deviant behavior.

351. Introduction to Counseling. (5) Winter.

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

Prerequisite: Psy 298 or consent of professor.

356. Microcomputer Applications in the Behavioral Sciences. (5) (On demand)

A study of the use of microcomputers with special emphasis on specific software programs including data-base management, spread-sheets, word-processing, and statistical packages for the behavioral scientist.

357. Psychology of Religion. (5) (On demand)

Psychological interpretation of religious experience and growth.

358. Psychology of Aging. (5) Winter.

Human aging is examined from physiological (e.g., sensory and cardiovascular changes), psychological (e.g., memory and intellectual changes), and sociological (e.g., adjusting to retirement) perspectives. Also, death and disorders associated with aging such as Alzheimer's Disease are explored.

380. Special Topics in Psychology. (On demand)

A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

455. Cognitive Psychology (5) (On demand)

An information processing analysis of topics in perception, thinking, learning, and memory.

460. Psychology of Personality. (5) Winter.

A critical study of major personality theories, principles and instruments of assessments, and relevant empirical research.

Prerequisites: Psy 298 and Psy 299 or consent of professor.

465. Physiological Psychology. (5) (On demand)

A study dealing with the interactions of various structures of the body (primarily the neural and endocrine systems) affecting behavior.

470. Theories of Learning. (5) Spring.

Historical survey of the theories of Thorndike, Pavlov, Skinner, Hull, Guthrie, Tolman, and Bandura.

Prerequisites: Psy 298 and Psy 299 or consent of professor.

480. Special Topics in Psychology. (On demand)

A course offered at the junior/senior level focusing on a specialized topic from the field of psychology. A prerequisite may be required.

Religion

Courses in religion have a twofold purpose: to afford students the opportunity to study and investigate the role of religion in human experience; and to provide, for those interested, a basis for further study and for selection of positions in church-related vocations. The Department is aware of the increasing demand that pre-theological students be prepared to enter seminary at the graduate level in their studies and at the same time have a broad cultural orientation. In addition, the Department is aware of the need for an interdisciplinary preparation for persons interested in Christian Education. To this end the Department offers a major in Christian Education which allows for three concentrations: Director of Christian Education; Youth Ministry; Outdoor Ministries.

Students who desire to substitute Religion 103 and 104 for the Religion 101 in the general education curriculum may do so. They should consult with the chairman of the Department of Religion.

CHRISTIAN EDUCATION

Students earning a degree in Christian Education are expected to understand the principles of Christian Education including objectives and teaching methods related to their particular concentration, Christian personality development, and to have a biblical and historical foundation in the Christian faith.

A major in Christian Education consists of the following courses for a concentration:

1. Director of Christian Education: Religion 150 or 341, 320 or 321, 330, 331, 332, 333, 334, 335, 350, 303 or 304 or 305, 313 or 314, 490 and 491. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, selected courses from other departments may be recommended. Candidates completing the Bachelor of Arts degree with this concentration will have fulfilled two of the four certification studies for the Associate in Christian Education in the United Methodist Church.
2. Youth Ministry: Religion 330, 332, 350, 323 (required of all Methodists), 320 or 321 (non-Methodists), 303 or 304 or 305, 313 or 314, 490, and 491; HPE 152, 153, 313; PEd. 106, 158, 162; Psychology 306. Recommended: Psychology 341; Sociology 306; Education 449.
3. Outdoor Ministries: Religion 303 or 304 or 305, 313 or 314, 330, 336, 490, and 491; Biology 336; Psychology 321; HPE 152, 153, 313, 330; PEd. in addition to the three Gen. Req. P.E. courses, five other activity courses from the following — 103, 106, 111, 114, 157, 158, 159, 162. Recommended: Bio. 334, 335; Psy. 306, 358. In meeting General Requirements the following courses should be taken: Bio. 102; Spc. 105; Rel. 110; Psy. 149.

RELIGION

Students earning a degree in Religion are expected to have mastered basic historical data pertaining to the Old Testament, the New Testament, and the Church; to be familiar with basic issues in contemporary Christian thought; to understand the fundamental issues in a mature religion including its development through the educational program and its missional propagation.

A major in Religion consists of the following courses: Rel. 304, 303 or 305, 313, 314, 320, 321, 329, 330, 341 or 150, 350, and a minimum of two other five hour courses in the Department. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, a minimum of 20 hours should be taken in other disciplines as approved by the Department Head and/or Advisor.

Beginning with the class of 1990 all persons graduating from the Department of Religion and Philosophy will be expected to complete satisfactorily an oral and a written examination. This examination will be taken in the first or second quarter of the Senior year. Completion is necessary before a student can participate in an Internship.

101. Judaic-Christian Heritage. (5) Fall, Winter, Spring.

A study of the major thought patterns which have emerged from the Judaic-Christian tradition and of their impact on the institutions of Western Society.

102. Christian Ethics. (5) (On demand)

A study of ethical issues from the Christian perspective.

103. Old Testament Survey. (5) (On demand)

A survey of the history and literature of the ancient Hebrew people. Should be taken before Religion 104.

104. New Testament Survey. (5) (On demand)

Introduction to the New Testament through an examination of its historical setting and content, and the significant contributions it has made.

110. Religious Dimensions of Human Behavior. (5) (On demand)

A study of the religious element in human experience with a special emphasis on Christian faith and life.

150. Introduction to the Archaeology of Palestine. (5) Spring, 1993.

A study of the method and results of archaeological study in Palestine and related areas.

199. Summer Study-Travel Seminar. (5 or 10) (On demand)

Section A — Biblical Studies: a study of archaeology, biblical history, biblical literature, and modern Israeli culture, to be conducted in conjunction with a work program on a kibbutz in Israel.

Section B — Church History: a study of church history, to be combined with a three-week visit to European centers related to that history.

Section C — Missions: participation in the program of an established Mission which will incorporate work on Station and lectures pertaining to the work of that specific area.

237. Religion and American Life: Its Way in Worship. (2) Quarterly

The practicum is designed to enable students to explore theological reflection on actual worship experiences. The order and elements of worship will be analyzed for their effectiveness as teaching tools and as corporate acts of worship.

300. Introduction to Hebrew I. (5) (On demand)

A beginning course designed to teach the fundamentals of Biblical Hebrew.

301. Introduction to Hebrew II. (5) (On demand)

A continuation of Rel 300. Consent of Department required.

302. Introduction to Hebrew III. (5) (On demand)

A continuation of Religion 301. Consent of the Department required.

303. Torah (Law). (5) Fall, 1993.

A detailed study of the first five books of the Old Testament.

304. Neviim (Prophets). (5) Winter, 1994.

A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.

305. Ketuvim (Writings). (5) Spring, 1994.

An examination of Wisdom, Apocalyptic and poetic literature of the Old Testament.

310. Introduction to Biblical Greek I. (5) Fall, 1993.

A beginning course designed to teach the fundamentals of Biblical Greek.

311. Introduction to Biblical Greek II. (5) Winter, 1994.

A continuation of Rel 301.

313. Life and Teachings of Jesus. (5) Fall, 1992.

A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.

314. Apostolic Age. (5) Fall, 1993.

An examination of the origin and expansion of the early Christian church, with studies in the Epistles and the Acts of the Apostles.

320. Church History I. (5) Winter, 1994.

A survey of the history of the Christian Church from the close of the Apostolic Age to the end of the Middle Ages.

321. Church History II. (5) Spring, 1994.

A history of the Christian Church from the rise of the Protestant Reformation through the Eighteenth Century.

323. Methodism. (5) Winter, 1993.

A survey of the history and thought of Methodism.

329. Contemporary Christian Thought. (5) Spring, 1993.

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

330. Introduction to Christian Education. (5) Fall, 1992.

An examination of goals, methods, and techniques used in the church-school educational program.

331. Methods in Christian Education I (Children). (2) Fall, 1992.

A study and application of methods in Christian Education for children.

332. Methods of Christian Education II. (2) Winter, 1993.

A study and application of methods in Christian Education for youth.

333. Methods of Christian Education III. (2) Winter, 1993.

A study and application of the methods in Christian Education for adults.

334. Worship in the Church. (2) Fall, 1993.

A brief examination of worship in the church as an historical and a contemporary experience.

335. Curriculum in Christian Education. (2) Winter, 1994.

A study of the various curricula used in the educational programs of the church.

336. Out-door Ministry. (5) Winter, 1993.

An examination of the goals and methods utilized in the various ministries out-of-doors.

338. Church Music. (5) Fall. (On demand)

A study of the history and types of Church Music and its use in the church.

341. Introduction to Mission. (5) Spring, 1993.

A study of philosophy and program of Mission in the Church.

350. Psychology of Religion. (5) Winter, 1993.

Psychological interpretation of religious experience and growth.

351. Sociology of Religion. (5) Winter, 1993.

A sociological analysis of the interplay between religion and culture.

360. World Religions. (5) (On demand)

A study of the literature and teachings of the great living religions and a comparison of the non-Christian faiths with Christianity.

490. Seminar. (5) Fall, Winter, Spring.

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

491. Internship. (10) Fall, Winter, Spring.

Supervised participation in the local church setting.

Sociology/Social Work

The primary objective of the social work program is to provide students with knowledge and skills necessary for employment in social service agencies as well as preparation for graduate education. The curriculum is designed to increase the student's awareness of the structure and functioning of society and the individual's role in our changing world. In addition to theoretical knowledge, the student is given the opportunity for practical application of his education working under supervision in a variety of community-based social agencies.

Students completing majors in social work will have a fundamental knowledge of the role of social work in dealing with behavioral problems and will have demonstrated the ability to apply this knowledge in a practical work experience setting.

A concentration in Criminal Justice within the B.A. Social Work program may be obtained. In addition to social work skills, students electing this option will have demonstrated a basic theoretical and practical understanding of the criminal justice system.

Course Requirements for the Major in Social Work are:

Sociology 146, 147, 153, 300, 301, 490A and 490B	40 hours
Psychology 149, 302, 321, and 350	20 hours
Mathematics 314, Mathematics 316, or Psychology 298	5 hours
Five additional hours in Sociology or Criminal Justice to be chosen by the student in consultation with the adviser	<u>5 hours</u>
	Total 70 hours

Students electing the Criminal Justice concentration must satisfy all social work requirements plus forty hours in Criminal Justice. For course descriptions in Criminal Justice, see that section of this Bulletin.

The accomplishment of the Social Work major objectives will be demonstrated by the following:

1. Satisfaction of all course requirements including supervised practicum.
2. (A) A score of 75% or better on the State of Georgia Merit System Exam in one of the following areas:
 1. Senior Caseworker
 2. Behavior Technician
 3. Court Service Worker
 4. Probation/Parole Officer

OR

- (B) An interview with an examination by a panel of Social Work/Criminal Justice administrators.

Students who complete the Social Work Major have career options that include the following:

1. Social Services
2. Mental Health Services
3. Youth Services
4. Correction Services

The Criminal Justice concentration opens career option in Law Enforcement and Probation/Parole.

COURSE DESCRIPTIONS

146. Introduction to Sociology. (5) Fall, Winter, Spring.

An introduction to the scientific study of the structure and dynamics of human society. A prerequisite to all 300-level sociology courses.

147. The Family. (5) Fall, Winter, Spring.

An analysis of contemporary marriage and family experiences.

148. Introduction to Anthropology. (5) Fall, Winter.

A general introduction to physical and cultural anthropology.

153. Social Problems. (5) Winter.

A study of selected social problems in American society which are related to deviant behavior, value conflict, or social disorganization.

300. Introduction to Social Welfare and Social Work. (5) Fall.

A history of social welfare policy development and the role of social work in the United States. Emphasis upon casework, group work, and community organization as practiced in social work settings.

301. Social Theory. (5) Fall.

An analysis of the development, convergence and utilization of sociological theories.

302. Social Change. (5) (On demand)

An examination of the processes determining social change.

305. Sociology of Religion. (5) Winter.

A sociological analysis of the interplay between religion and culture.

306. Juvenile Delinquency. (5) Winter.

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventive programs in this area of behavior.

307. Criminology. (5) Spring.

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

308. Cultural and Social Anthropology. (5) Spring.

A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

309. Public Administration. (5) (On demand)

An introduction to public administration in the United States.

311. Introduction to Outdoor Therapy Methods I. (3) Winter.

To provide a solid foundation in the area of outdoor therapy, including theory and practice. Course will require off-campus trips lasting from one day to a full weekend.

312. Introduction to Outdoor Therapy Methods II. (3) Spring.

A continuation of Soc. 311.

Prerequisite: Soc. 311.

490A. Seminar in Social Work Methods. (5) Winter, Spring.

Individual and group study of methods of social work practice-casework, group work and community organization. To be taken concurrently with 490B.

490B. Field Placement in a Social Service Setting. (10) Winter, Spring.

Directed observation and participation in social service/criminal justice practice. To be taken concurrently with 490A.

Speech

INTRODUCTION

Communicating effectively in the oral tradition is a hallmark of a well-educated person. Many courses at LaGrange College emphasize the development of this skill. There is one course required of all students that begins this process.

COURSE DESCRIPTION

105. Speech Fundamentals. (3) Fall, Winter, Spring.

A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative, demonstrative and persuasive.

Theatre Arts

INTRODUCTION

The primary goal of the Department of Theatre Arts is to provide its students with the knowledge and skills necessary for employment within the entertainment industry, specifically theatre. The training program emphasizes the practical aspects of theatre and the importance of process. It is the belief of the faculty that the training process must simulate the "real world" of theatre. With the belief that theatre is both an art form and a business, the curriculum provides a strong undergraduate foundation in theatre performance, design/production, and literature/history. Classroom instruction is enhanced through practical experiences in the form of fully staged productions each quarter. Students may also participate in the departments Summer Repertory Company, an intensive program in acting, technical theatre, stage management, and other production areas.

Offering a B.A. in Theatre Arts, majors are required to complete a 52 hour flexible core curriculum designed to allow students to create a generalist, performance, or design/production emphasis. In addition, 20 hours of electives are required in theatre or a collateral area (music, art, dance) approved by the departmental chair resulting in a total of 72 quarter hours.

OBJECTIVES

The following objectives are established as a basis for the training program in Theatre Arts. Upon application for graduation, the Theatre Arts major will be expected to:

- 1) have an understanding of the basic theoretical and evolutionary concepts behind each of the three major divisions within the discipline: performance, design/production, and literature/history.
- 2) have an artistic vocabulary especially in their specific area of concentration.
- 3) have the technical knowledge pertaining to the student's chosen area of concentration, but not limited to it.
- 4) demonstrate an understanding of auditioning (actors) and or portfolio presentation (designers/technicians) through a juried presentation.
- 5) be knowledgeable of various unions within the entertainment industry, including but not limited to, Actors Equity association (AEA), United Scenic Artists (USA), and the Screen Actors Guild (SAG).
- 6) be knowledgeable of viable avenues of employment and sources noting such information.
- 7) have an understanding of graduate study and opportunities in theatre and the performing arts.

GRADUATION REQUIREMENTS FOR THE THEATRE ARTS MAJOR

A student graduating with a major in Theatre Arts must meet all of the following criteria:

- a. Satisfactory completion of all degree requirements as outlined in the catalogue.
- b. A minimum score of 70% on the Departmental Assessment Test, to be administered prior to a student filing a petition to graduate. This D.A.T. may be repeated as necessary.
- c. Regular participation in all departmental production activities, including auditions, set and costume construction, production crews and production strikes.*
- d. Attend all scheduled departmental meetings and activities.*

*Student progress towards the above requirements will be evaluated by the faculty each spring following the students juried presentation. Recommendations will be forwarded to the student.

ADMISSION TO THEATRE ARTS MAJOR

In order to be admitted as a Theatre Arts major, a student must meet the following criteria:

- A. Have an overall GPA of 2.25 or better
- B. Writing proficiency — a grade of C or better in English 101, 102 and 103
- C. Oral or Theatrical Proficiency — a grade of C or better in either SPC 105 or ThA 110
- D. Past Participation in Dept. production — recommendation of supervising theatre faculty member; transfer students: provide recommendation from previous theatre professor
- E. Prognosis for Success: an evaluation during SPC 105 or ThA 110 pertinent to:
 - 1) attendance
 - 2) attitude
 - 3) cooperation
 - 4) oral and written skills
 - 5) enthusiasm and dedication to theatre

A student that has not met all of the above criteria may be admitted provisionally. The student admitted provisionally has three quarters in which to meet all criteria.

REQUIREMENTS FOR MAJOR:

A total of 72 quarter hours are required for the Theater Arts major.

Core Requirements (37 hrs):

ThA 101 Drama Survey I	5 hrs.
or	
ThA 102 Drama Survey II	5 hrs.
ThA 110 Essentials of Theatre	5 hrs.
ThA 180 Stagecraft/Lighting	5 hrs.
ThA 184 Acting I	5 hrs.
ThA 190 Theatre History	5 hrs.
ThA 286 Makeup for the Stage	2 hrs.
ThA 330 Analysis of Drama	5 hrs.
ThA 370 Fundamentals of Directing	5 hrs.

Core Option — Three of the following (15 hrs):

ThA 451 Auditioning	5 hrs.
ThA 351 Advanced Acting	5 hrs.
ThA 360 Principles of Theatrical design	5 hrs.
ThA 381 Scenic and Lighting Design	5 hrs.
ThA 420 Theatre Management	5 hrs.

Electives — Electives may be earned in theatre or a collateral area (music, art, and/or dance) and must be approved by the Departmental Chair.*

20 hrs.

Total	72 hrs.
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REQUIREMENTS FOR THE THEATRE ARTS MINOR

ThA 110 Essentials of Theatre	5 hrs.
ThA 180 Stagecraft/Lighting	5 hrs.
ThA 184 Acting I	5 hrs.
ThA 190 Theatre History	5 hrs.
Theatre Electives*	<u>10 hrs.</u>
Total	30 hrs.

*A maximum of 10 hours of summer theatre may be applied to the major or minor elective requirement. Any remaining hours may be applied to the general graduation elective.

COURSE DESCRIPTIONS

101. Drama Survey I. (5)

A survey of Western theatre from its beginning in Hellenistic Greece to the rise of Realism. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

102. Drama Survey II. (5)

A survey of Western theatre from the rise of Realism through contemporary drama. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

Drama Survey II may be taken independently of Drama Survey I.

110. Essentials of the Theatre. (5)

A course designed to introduce the student to the various aspects of the theatre. Topics include history, design, production, and dramatic structure.

180. Stagecraft/Lighting. (5)

A course designed to acquaint the student with the theories and techniques of stage scenery, properties, and stage lighting. Students will be expected to participate in the mounting of a departmental production.

184. Acting I. (5)

A course designed to introduce the fundamental techniques and principles of acting for the stage. Students will work on both the physical and psychological aspects of acting.

190. Theatre History. (5)

A survey of the development of theatre from its beginnings to the modern period.

272. Creative Dramatics. (5)

A course which introduces the student to an improvisational, nonexhibitional, process-centered form of drama designed to promote personal growth and educational development in young children. This course will combine workshop experiences with practical classroom opportunities. *Recommended for early childhood and primary education majors.*

283. Stage Management and Play Production. (2)

A course designed to provide the student with an introduction to, and basic training in, the areas of stage management and play production. The course includes discussion of management and production theory and practical exercises.

285. Theatre Practicum. (1)

A course designed to provide opportunities for participation in various aspects of dramatic production including acting, scenery and costume construction, lights, box office, promotion, and house management. (May be repeated four times for credit.)

Prerequisite: Consent of instructor.

286. Makeup for the Stage. (2)

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup, as well as prosthetics.

300-301-302. Summer Theatre Repertory Company. (15)

Prerequisite: Consent of instructor.

310. Fundamentals of Playwriting. (5) (On demand)

A course designed to stimulate critical and creative faculties through the preparation of original material for the theatre. Students will be guided in the completion of writing a one-act play.

Prerequisite: Consent of instructor.

330. Analysis of Drama. (5)

A study of the major genres of dramatic literature through the application of various interpretive models. Tragedy, comedy, and tragi-comedy will be approached from the perspective of the designer, actor, and director.

331. Oral Interpretation of Literature. (5)

A course designed to enable the student to communicate his interpretation of a literary work to an audience through the development of appropriate skills.

343. Drama in the Schools. (5) (On demand)

A course designed to provide students in the performing arts, and elementary and secondary education with leadership experience in dramatic activities designated for young audiences.

345. Musical Theatre I. (5)

A study of the development, the music, the staging, and the scripts of musical theatre.

346. Musical Theatre II. (5)

A study of the basic techniques of musical theatre, emphasizing stage movement and singing and acting styles. May be taken independently of Musical Theatre I.

351. Advanced Acting. (5)

A continuation of ThA 184, with increased emphasis on the performer's development of techniques for characterization. The course will focus in greater detail on individual character analysis as it pertains to specific textual demands.

Prerequisite: ThA 184.

360. Principles of Theatrical Design. (5)

A course that introduces the student to drawing and drafting skills in preparation for the task of design. These skills include perspective and figure drawing, drawing with highlight and shadow, the use of color, and selected rendering materials and techniques.

Prerequisite: ThA 180.

370. Fundamentals of Directing. (5)

A course designed to introduce students to the director's function in interpreting, planning, and staging a play. The course includes theoretical discussion of directing techniques as well as practical directing experiences.

Prerequisite: ThA 110, 180, 184, 330.

371. Children's Theatre. (2)

A study of the theories, principles, and techniques of producing dramatizations for children. Students will be expected to participate in the staging of a theatrical production.

381. Scenic and Lighting Design for the Stage. (5)

This course will provide the student with a series of practical design projects related to both stage scenery and lighting.

Prerequisite: ThA 360.

385. Basic Costume Design and Pattern Drafting. (5)

A course that acquaints the student with the basic skills needed to design theatrical costumes and to draft patterns for costumes.

Prerequisites: ThA 182 and ThA 360.

420. Theatre Management. (5)

An introduction to economic and administrative aspects of American theatre, especially as they apply to repertory, community, and educational organizations.

451. Auditioning. (5)

A course designed for developing audition techniques and examining guidelines for audition procedures, with emphasis on resume organization and audition material selection and performance.

Prerequisite: ThA 101 or 102, 110, 184, 190.

470-1-2. Special Topics. (2-5 hours)

This series of courses provides the student with material not covered in courses presently offered by the department, including but not limited to, Stage Combat and Period Styles of Acting.

Prerequisite: Consent of Instructor.

484. Production Seminar. (5)

A course designed to offer qualified juniors and seniors the opportunity to complete project proposals in acting, directing, design (scenic, lighting, and costume), and playwriting. All proposals must be approved by the Department Chair and are subject to scheduling and faculty supervisory commitments.

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Faculty

SPRING 1992

Nancy Thomas Alford (1969)

Assistant Professor of Health,
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B.S., Georgia College at Milledgeville;
M.S., University of Tennessee

Ann Clark Bailey (1959)

Associate Professor of Modern
Foreign Languages

A.B., Wake Forest College; M.A., Emory
University; University of Georgia

Mary Kathryn Bates (1984)

Assistant Professor of Nursing

B.S.N., Florida Southern College
M.S.N., Georgia State University

Charlene Baxter (1976)

Catalog Librarian

A.B., West Georgia College; M.L.S.,
George Peabody College for Teachers

Adolfo Benavides (1986)

Associate Professor of
Business Administration
and Economics

B.B.A., University of Puerto Rico; M.A.,
Ph.D., Washington State University

Jon Birkeli (1987)

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Business Administration
and Economics

A.B., Lenoir-Rhyne College; Ph.D.,
University of South Carolina

Vernon S. Brown, Jr. (1982)

Assistant Professor of Art
and Design

B.V.A., M.V.A., Georgia State University

Julia B. Burdett (1976)

Assistant Professor of Social Work

A.A., Brewton Parker Jr. College; B.A.,
Tift College; M.R.E., Southern Baptist
Theological Seminary; M.S.W., Tulane
University

Joseph J. Cafaro (1984)

Associate Professor of History

A.A., Manatee Junior College; B.A.,
Florida Atlantic University; M.A., Ph.D.,
Florida State University

Roland B. Cousins (1990)

Professor of Business
Administration

B.S., M.S., Virginia Polytechnic Institute;
D.B.A., Indiana University

Theresa Cromeans (1992)

Visiting Assistant Professor of
Biology

B.A., M.S., University of Mississippi;
Ph.D., University of North Carolina

George M. Dupuy (1989)

Fuller E. Callaway Professor of
Management

B.A., College of William and Mary;
M.B.A., Ph.D., University of North
Carolina — Chapel Hill

Sue M. Duttera (1990)

Associate Professor of
Chemistry/Physics
B.S., Ph.D., Duke University

Steven Mark Ensley (1991)

Assistant Professor of Music
B.M., University of North Carolina;
M.M., M.F.A., University of Wisconsin;
Franz Schubert Institute

Charles H. Evans (1981)

Associate Professor of
Psychology
B.S., University of Georgia; M.S.,
University of Georgia; Ph.D.,
University of Georgia

Michael C. Frassetto (1990)

Assistant Professor of History
B.A., LaSalle University; M.A., Michigan
State University; University of Delaware

Santiago A. Garcia (1977)

Professor of Education,
Chair of Division of Education
B.A., Tulane University; M.A., San Jose
State University; University of Maryland;
Ph.D., Georgia State University

Luke K. Gill, Jr. (1971)

Professor of
Sociology/Social Work,
Assistant Dean for
Evening Studies
Georgia Southwestern College; B.B.A.,
University of Georgia; J.D., John Marshall
Law School; M.S.W., University of
Georgia; University of Georgia

Jill C. Guy (1991)

Assistant Professor of Nursing
B.S.N., Murray State University; M.S.N.,
University of Kentucky

Martha N. Henry (1981)

Associate Professor of French
B.A., Duke University; M.A., Emory
University; University of Nice, France;
Ph.D., University of North Carolina —
Chapel Hill

Patrick M. Hicks (1958)

Associate Professor of Science
B.S., M.S., Auburn University;
University of Georgia

Samuel G. Hornsby, Jr. (1966)

Professor of English,
Chair of Humanities and
Fine Arts Division
Oxford College of Emory University;
B.S.Ed., M.A., University of Georgia;
University of London; Ph.D., Auburn
University

John C. Hurd (1974)

Professor of Biology
B.S., Alabama College; M.S., Ph.D.,
Auburn University

Frank A. James (1982)

Professor of Chemistry and
Dean of the College
B.S., M.Ed., Ph.D., University of Georgia

Lee E. Johnson (1991)

Assistant Professor of Music
B.A., Auburn University; M.M., Indiana
University

Sandra K. Johnson (1983)

Associate Professor of Health,
Physical Education and
Recreation
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University of Arizona; Ed.D., University
of North Carolina-Greensboro

Tony A. Johnson (1978)

Professor of Psychology
B.A., M.S., Mississippi State University;
Ph.D., University of Mississippi

Richard Donald Jolly (1961)

Professor of Mathematics,
Chair of Science and
Mathematics Division
B.A., University of Southern Mississippi;
M.S., University of Illinois; Tulane
University; Ed.D., Auburn University

Evelyn B. Jordan (1977)

Professor of Education

A.A., Middle Georgia College; B.S., University of Georgia; M.Ed., Auburn University; Ed.D., Auburn University

Charles P. Kraemer (1978)

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Sandra H. Kratina (1983)

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Chair, Division of Nursing

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M.S.N., University of Florida;
Ph.D., Georgia State University

John D. Lawrence (1970)

Professor of Art and Design
and Director of the Lamar
Dodd Art Center

B.F.A., Millsaps College; Atlanta College
of Art; M.F.A., Tulane University

Frank R. Lewis (1973)

Librarian

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and Political Science

A.B., University of the South; M.A.,
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Emory University

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Auburn University

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Mathematics

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of Alabama

Charles Franklin McCook (1961)

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College, Hebrew University, Jerusalem,
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William J. McCoy, IV (1991)

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B.S., Yale University; Ph.D., University of
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Frederick V. Mills (1967)

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Chair, Division of Social and
Behavioral Sciences

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School of Theology; M.Th., Princeton
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Forest W. Morrisett (1986)

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Walter Y. Murphy (1980)

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Philosophy and President

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and Philosophy

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State University; University of North
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Scott H. Smith (1988)

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sity of Georgia; M.S., Medical University
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Emeriti

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A.B., M.S., Emory University; Rutgers
University; Ph.D., Auburn University
(1950-1986)

Walter Dickinson Jones,

Professor of English

University of Alabama; A.B., Huntingdon
College; Shakespeare Institute, University
of Birmingham, Stratford-Upon-Avon;
M.A., Auburn University; Ph.D.,
University of Alabama (1962-1982)

Robert Preston Price II,

Fuller E. Callaway Professor of
Psychology

B.S., College of William and Mary in
Virginia; Y.M.C.A. Graduate School; B.D.,
Emory University; Massachusetts General
Hospital; Massachusetts Mental Health
Center; Boston State Hospital; Ph.D.,
Boston University; Winfield State Hospital
and Training Center; State University of
Iowa; San Diego State College; California
Western Campus of United States Inter-
national University (1971-1977)

Jeffrey B. Sargent

B.A., LaGrange College; M.S.A.,
Columbus College

Gary Shepherd

A.A., B.A., LaGrange College;
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Terese Thonus

B.M.E., Andrews University; M.A., Univer-
sity of Texas; Peabody Conservatory

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B.S., University of Oklahoma; M.S.,
Ph.D., University of Georgia (1950-1986)

Walter Malcolm Shackelford,

Professor of Education,

A.B., Mississippi College; M.Ed., Louisiana
State University; University of Kentucky;
University of Texas; Ed.D., University of
Mississippi (1958-1982)

Zachary Taylor, Jr.

Professor of Economics and
Business Administration

B.A., University of Alabama; University of
North Carolina; University of Alabama;
Ph.D., University of Illinois (1956-1991)

Honoria Sapelo Treanor,

Professor of Modern Languages

A.B., M.A., University of Georgia; Ph.D.,
University of North Carolina (1961-1963)

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Central Administration

Walter Y. Murphy (1980) — President

A.B., Emory University; M.Div., Candler School of Theology; LL.D., Bethune-Cookman College; D.D., LaGrange College

Wallace L. Bishop (1982) — Vice President and Controller

B.S., Pennsylvania State University

Frank A. James (1982) — Vice President and Dean of the College

B.S., M.Ed., Ph.D., University of Georgia

Perry A. Snyder (1990) — Vice President for Advancement

B.A., Southeastern Louisiana University; M.A., Ph.D., Florida State University

Nancy Thomas Alford (1969) — Dean of Student Development

B.S., Georgia College at Milledgeville; M.S., University of Tennessee

Helen E. Dabbs (1990) — Director of Computer Services

B.S., LaGrange College

Phillip Lee Dodson (1992) — Director of Admission

B.A., LaGrange College

Julia T. Dyar (1978) — Director of Institutional Relations

B.A., LaGrange College

Hugh M. Grubb (1990) — Director of Alumni Activities, Assistant to the President, Coordinator for College Planning

B.A., LaGrange College; M.Div., Candler School of Theology, Emory University

Jimmy G. Herring (1974) — Registrar and Coordinator of Institutional Research

B.A., LaGrange College

Kaye G. Storey (1986) — Director of Student Financial Planning

B.A., M.Ed., Auburn University

Administrative Staff

Nancy T. Alford (1969) — Dean of Student Development

Barbara Atchley (1988) — Office Assistant, Business Office

Kay H. Austin (1991) — Secretary, Institutional Relations

Angela C. Bankston — Cataloging and Automation Assistant, Library

Charlene Baxter (1976) — Assistant Librarian and Cataloger

Linda E. Benitz (1991) — Secretary, Business Administration and Economics

Wallace L. Bishop (1982) — Vice President and Controller

Dee Bradley (1992) — Secretary, Education Division

Joneita Byce (1988) — Residence Hall Director

Essie M. Cleaveland (1977) — Receptionist

Austin P. Cook, III (1981) — Postal Services

Janice M. Copeland (1990) — Secretary, Humanities and Fine Arts Division

Helen E. Dabbs (1990) — Director of Computer Services

Margaret Davis (1988) — Assistant Director of Admission

Sandra Dennis (1972) — Student Accounts, Business Office

Loretta F. Dunn (1990) — Director of Career Planning and Placement Services

Julia T. Dyar (1978) — Director of Institutional Relations

Vince S. Elzey (1991) — Admission Counselor

Thomas H. Findley (1987) — Residence Hall Director

Margaret B. Funderburk (1970) — College Nurse

G. Jeffrey Geeter (1990) — Soccer and Tennis Coach

Luke K. Gill, Jr. (1971) — Assistant Dean for Evening Studies

Edi Glover (1990) — Curator, Lamar Dodd Art Center

Millicent T. Griffith (1977) — Office Manager, Admission Office

Hugh M. Grubb (1989) — Director of Alumni Activities, Assistant to the President, Coordinator for College Planning

Terry L. Gunnell (1986) — Admission Associate

Judith S. Hammerton (1987) — English as a Second Language

Susan A. Hancock (1975) — Secretary, Alumni Office

Wylene Herndon (1979) — Campus Traffic Control

Jimmy G. Herring (1974) — Registrar and Coordinator of Institutional Research

Frank A. James (1982) — Vice President and Dean of the College

Dave A. James (1990) — Maintenance Assistant

- Margaret H. Keeble (1992) — Secretary, Evening/Social Sciences
- Donna Kelley (1990) — Secretary, Natural Sciences and Mathematics Division
- Kathy B. King (1991) — Secretary, Admissions Office
- Iris L. Knowles (1988) — Assistant Business Manager
- Anita Laney (1974) — Manager of Bookstore
- Frank R. Lewis (1973) — Librarian
- Laura Scott Lewis (1990) — Admission Counselor
- Elizabeth C. Loftin (1989) — Office Assistant, Registrar's Office
- Teresa A. Lucas (1991) — Admission Counselor
- Lisa K. Maddox (1991) — Acquisitions Assistant, Library
- Sheila Mayfield (1990) — Office Assistant, Business Office
- Kirby H. McCartney (1983) — Administrative Assistant, Student Development Office
- Melissa McDonald (1983) — Administrative Assistant, Registrar's Office
- Stephanie Middleton (1991) — Circulation Library Assistant/Systems Manager
- Yvonne Mills (1986) — Periodicals Assistant, Library
- Walter Y. Murphy (1980) — President
- Robin Ouzts (1991) — Director of Residence Life
- Angela Parmer (1986) — Information Systems Coordinator, Alumni Office
- Willette B. Phillips (1968) — Administrative Assistant, Office of Dean of the College
- Laura Rains (1990) — Chaplain and Counselor
- Effie Rasnick (1984) — Residence Hall Director
- Patricia H. Roberts (1978) — Financial Planning Assistant
- Tammy Rogers (1992) — Secretary, College Advancement
- Edward W. Scharre, Jr. (1989) — Associate Dean of Student Development
- Scott H. Smith — Director of Testing for Institutional Effectiveness
- Sylvia A. Smith (1985) — Financial Planning Assistant
- Perry A. Snyder (1990) — Vice President for Advancement

Wayne Stephens (1990) — Maintenance Assistant

Kaye G. Storey (1986) — Director of Student Financial Planning

Patricia L. Talley (1991) — Director of Development

Brenda W. Thomas (1989) — Director of Writing Center

Brenda A. Thompson (1989) — Executive Secretary to the President

Larry Thompson, Jr. (1989) — Volleyball, Softball Coach

Phyllis S. Turner (1987) — Counselor/Adviser for Evening Studies

Margaret Underdown (1988) — Secretary, Nursing Division

Randy Unger (1990) — Basketball Coach

Darlene R. Weathers (1988) — Assistant Manager of Bookstore

Steve G. Weaver (1989) — Reference Librarian

Phillip R. Williamson (1969) — Athletic Director, Baseball Coach

Modie M. Woodyard (1964) — Maintenance Supervisor

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June 6, 1992
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